

THE **DEAF** **AMERICAN**

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JUNE 1978

Brademas Presented Coalition DSA Award

THE NATIONAL MAGAZINE FOR ALL THE DEAF



Terrence J. O'Rourke, newly elected president of the American Coalition of Citizens with Disabilities, is pictured with House Majority Whip John Brademas (Indiana) (right) and Dr. Frank Bowe (left), Executive Director of the ACCD. Brademas was presented with the first Distinguished Service Award to be presented by the Coalition. (See NAD Communicative Skills Program Newsletter.)

The Editor's Page

Local Television Programs

A few months back we announced an award for the local television program judged best in its contributions to the deaf community. Several excellent nominations were forthcoming.

It was felt, however, that insufficient time had been allowed for entries and the guidelines had not been clearly stated. Accordingly, the competition is being reopened—with an October 15, 1978, deadline.

Nominations should be accompanied by supporting documents, including copies of videotapes, if any. Essential is evidence of support/acceptance by the deaf community itself.

For those having already submitted nominations: Additional documentation will be welcome for the extended deadline.

Proposition 13

Results of the California vote on "Proposition 13" have been clearly apparent—programs subject to property taxation are being curtailed and in some instances eliminated. Other states will be taking similar action in the near future if their constitutions so permit.

Schools for the deaf, especially the state residential schools, may face difficulties—both in operating funds and in building programs. Funding provisions vary from state to state, as do local contributions to such schools. Property taxes, as such, are not always the source of revenues.

In turn, Federal funding of countless programs faces careful appraisals and cutbacks because of limitations at the state levels, which affect Federal support. With the snowball effect at the state level, demands for holding the line at the Federal level will increase.

And all the above when inflation continues alarmingly!

Progress in Telecommunications

Several developments in the area of telecommunications should be noted:

More and more Federal officers are installing TTYs or other devices so that the deaf will have "equal access." State and local agencies are responding to similar demands. Some parts of the private sector are taking action, e.g., telephone companies to provide for service requests and complaints.

Some state regulatory commissions are listening carefully to pleas to reduce rates for long distance calls, for which typed conversations take much longer than voice transmission.

And now California has eased restrictions on "foreign devices" which the telephone companies have long opposed—to the extent that couplers or modems may be eliminated.

Competition in marketing of devices has resulted in holding the line on prices or the development of cheaper products. (The compatibility feature, however, is still in dispute.)

Deaf Heritage

The captioned version of the ABC Evening News (Station WHBG-Boston) includes some interesting episodes of Deaf Heritage each week over the Public Broadcasting Service network. Considerable research and editing goes into such programming.

Jack Gannon of the Alumni and Public Relations Office of Gallaudet College is working on a book, *Deaf Heritage*, in conjunction with the National Association of the Deaf's centennial in 1980.

As we have pointed out on numerous occasions, much remains to be done in the area of Deaf Heritage at the state level before research and resource possibilities are lost.

In this connection, we note that in Kansas' William Mara and others have prepared some excellent articles. Are we missing other examples?

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Editor: JESS M. SMITH
Associate Editor: Eugene W. Petersen
Editorial Executives: Charles C. Estes, Frederick C. Schreiber
News Editor:
Associate Feature Editor: Robert L. Swain, Jr.
Assistant Feature Editors: Frank Bowe, Fred R. Murphy.
Sports Editor: Art Kruger

Hotline Sports: Charley Whisman
Humor Editor: Toivo Lindholm
Foreign Editor: Yarker Andersson

Advisory Editors: Dr. Byron B. Burnes, Dr. W. T. Griffing, Dr. Robert O. Lankenau, Don G. Pettingill, Dr. Robert G. Sanderson.

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Culprit: U. S. Department Of Transportation

By W. H. WOODS, SR., Author of "The Forgotten People"

Why are deaf truck drivers discriminated against? Why must they bear the unfair burden of an "unsafe" label? All of us should ask this question of our own government.

Evidence points to the United States Department of Transportation (USDOT) as the culprit.

Backing the USDOT are the American Trucking Associations, Inc., and Southern Railway Systems.

I sent out a form letter to USDOT, the American Trucking Associations, Inc., and to the Departments of Transportation in 48 of the 50 states in the union, in order to be able to answer affirmatively Editor Jess Smith's question (editorial, in the October 1977 Deaf American): "Does anybody have a study/summary of state legislation and regulations on licensing of deaf drivers on long-distance runs?"

Despite today's bureaucracy, we have had our share of long distance deaf truck drivers—with no evidence of any higher accident rates, when compared to hearing drivers. But apparently the American Trucking Associations, Inc., (ATA) and USDOT have been unaware of our deaf truck drivers with safe driving records.

Consider the drivers reported on the June issue of THE DEAF AMERICAN. Peter Andronica, Daniel Di Benedetto and Morris Katz have had 33 years of accident-free driving, with millions of miles of truck driving in interstate commerce to their credit.

Could ATA and USDOT have made the decisions they have made against the deaf truck driver if they had such information on deaf drivers?

In order to find out what our contiguous 48 states think of our truck drivers, I sent out the following form letter to their Departments of Transportation:

"To help their cause, I am seeking information on deaf truck drivers as well as drivers of school buses transporting deaf children.

"I have records of deaf drivers of 18-wheeled trucks in interstate commerce with no accidents in many years of driving. South Carolina is now permitting deaf drivers to operate school buses of deaf children.

"I would like for you to answer the following questions:

"Do you allow the deaf to drive 10-to-18 wheeled trucks?

"If the answer is no, please state the reason for the regulation.

"Do you allow deaf to drive school busses transporting deaf children?

"Any other information on the above two classes will be appreciated.

"Sincerely yours,

"W. H. Woods, Sr."

The first letter received was from American Trucking Associations, Inc., which read, in part:

"In the past, there was a proposal to let the totally deaf person drive a commercial motor vehicle but this was not adopted because of the possibility of adverse safety effects. Some of these being not able to hear air leaks when conducting pre-trip inspections, not being able to hear engine noises that may break down on the road and similar situations where hearing was considered necessary for safety."

We might well ask, has it ever occurred to ATA that the deaf truck driver can FEEL engine noises much better than the hearing truck driver can HEAR? Normal truck drivers often do not hear weak signals that a deaf driver can detect through sensitivity to feel and handling. Flashing lights on the dashboard catch the eyes of the deaf driver much quicker than ears can detect weak signals. And, obviously, hearing signals which must be heard are useless with the windows closed, and air conditioning and radio on. The ability to hear may help the truck driver when he is conducting pre-trip inspections, but it is not a guarantee of safety on the road.

Replies from states were somewhat surprising, considering USDOT regulations. Thirty-six states favor the deaf truck driver. Fourteen states allow the deaf to drive school buses transporting deaf children, 24 are opposed. Six states answered "no" to both questions.

The second letter received was from Maryland, the very state the National Association of the Deaf (NAD) has its headquarters (in Silver Spring). Yet it seems the NAD did not know Maryland allows deaf truck drivers chauffeur licenses.

Maryland answers, in part: "Do you allow the deaf to drive 10- to 18- wheeled trucks? The answer is Yes. Maryland Vehicle Law is silent regarding deafness, provided, however, that the applicant can satisfactorily pass our law (law of the road) test and our vision test and can, also, satisfactorily demonstrate his ability and competence in an actual driving test using a vehicle applicable to the class of license applied for."

Maryland also answers: "Do you allow the deaf to drive school buses transporting deaf children? The answer is No. The Code of Maryland and Regulations requires that a school bus driver 'must be capable of hearing of whispered voice, at a distance of 20 feet, with, or without, a hearing aid.'"

USDOT, probably not so incidentally, has the same "whisper" regulation.

What do the other states have to say? In alphabetical order:

ALABAMA: "The State of Alabama will license a deaf person to drive a truck in this state and the only restriction would be that the vehicle be equipped with an outside and rear view mirror. I cannot answer your question concerning

school bus drivers as this department does not handle this"

ARIZONA: when no reply was forthcoming from Arizona, a second letter, this time to the Governor of Arizona, brought a response from the director of Arizona Department of Transportation. He said, in part:

"The answer to your first question is 'yes.' Arizona will issue a chauffeur's license to anyone who passes the examination.

"On the second question, the answer is 'no.' One of the minimum requirements of school bus drivers is that minimum hearing levels be maintained even if a hearing aid is used."

ARKANSAS: No to both truck and bus driving. Follows USDOT regulations.

CALIFORNIA: "1. California will permit a deaf driver to operate 3-axle vehicles (Class 2), any combination of vehicles (Class 1) intra-state, under the following conditions:

(a) a special driving test to determine that the driver can and does compensate for the disability.

(b) restrict the license as follows: 'When driving Class 1 and 2 vehicle may not operate vehicle transporting passengers, or materials requiring placards or markings per Sec. 27903 VC.'

2. The restriction would not permit the operation of any type of bus."

COLORADO: "There is no hearing test for drivers of any motor vehicles, except for drivers of school buses." Deaf can drive 18-wheeled trucks in this state.

CONNECTICUT: Follows USDOT regulations on school buses, but permits deaf persons to operate 10- to 18-wheeled trucks within the state. The deaf truck driver cannot be involved in interstate commerce.

DELAWARE: "Since this jurisdiction is small I am quite familiar with our problems, particularly with those applicants of drivers license who have impairments, but I don't recall having licensed anyone nor authorized the licensing of any applicant of the "10- to 18"-wheeled trucks nor school buses who are deaf. Though I'm sure we have our share of drivers who are impaired. So Delaware's answer is 'yes' to both questions."

FLORIDA: Permits deaf drivers to operate 18-wheeled trucks. Does not allow deaf to drive school buses.

GEORGIA: "... Drivers License Advisory Board states that an individual, with a hearing incapacity, who successfully passes all parts of the state driving examination and has two side mirrors in addition to any inside rear view mirror otherwise required, qualifies for any class he so desires. Deaf may operate school buses if special equipment to aid the

driver is installed."

IDAHO: "Idaho does issue chauffeur licenses to deaf applicants. The only stipulation is that they have rear view mirrors on both sides of the truck. We do not know how many deaf truck drivers are licensed since they are not identified as deaf on the records. The Idaho School for the Deaf has one deaf school bus driver who has been in that position for many years. Idaho has adopted the U.S. Department of Transportation rules with the exception of conflicts with Idaho laws, so deaf applicants can be issued chauffeur licenses."

ILLINOIS: "This will acknowledge receipts of your recent letter, which was forwarded to this office by the Governor, regarding Illinois' requirements for the operation of a semi-trailer truck and a school bus by a deaf individual."

"In response to your first question, the Illinois Vehicle Code does not prohibit the issuance of a drivers license to a deaf individual who is otherwise qualified to safely operate a motor vehicle. However, our office does by policy require that the drivers license be restricted to require the use of a vehicle which has a left outside rearview mirror. Presently, a deaf individual who qualifies for the issuance of a drivers license which permits the operation of a semi-trailer truck, is not prohibited from operating such vehicle within the jurisdictional limits of the State of Illinois. Should such an individual desire to operate in interstate commerce, he or she would be required to meet the standards prescribed by the United States Department of Transportation."

"In response to your second question, an individual who wishes to operate a school bus must be certified by the Illinois Office of Education, and meet those requirements established by that office. One of those requirements involves a physical examination, including a demonstration of hearing. It is our understanding that this hearing examination requires that the individual must be able to hear a forced whisper at a distance of 5 feet without the use of a hearing aid."

INDIANA: "School buses in Indiana cannot be driven by deaf drivers. The standards for school bus drivers is very strict. But for truck drivers, I cannot answer your question. Either the Trucking Co.'s or Federal laws would enter into that field."

IOWA: "We have no state law that prohibits us from issuing a Iowa chauffeur's license to a person that is deaf. However, in checking with the Iowa Department of Public Instruction, who issues the final authority for an individual to drive a school bus, I have learned that a deaf person or, for that matter, a person that wears a hearing aid, cannot be issued a school bus driving permit."

KANSAS: Kansas sent my letter on a 10- to 18-wheel deaf trucker to Kansas Corporation Commission for its response. No letter has been forthcoming. Kansas

is opposed to deaf driving school buses, but the regulation can be waived for special reason.

KENTUCKY: When no reply was received on the first letter, a letter to Governor Julian M. Carroll brought this reply:

"Thank you for your recent letter. I am pleased to inform you that Kentucky Revised Statutes contain no provisions restricting a deaf person from operating a motor vehicle regardless of type, provided he complies with all other requirements."

LOUISIANA: "Yes, deaf drivers are licensed to drive 18-wheel vehicles with the restriction of outside rearview mirrors imposed on the Class D license. Operators with a Class B, C or D license may transport school children."

MAINE: "To obtain a driver's license which would allow one to drive 10- to 18-wheel trucks, it is required that the person have ten to twenty decibels of hearing in one ear, and this may be corrected to that minimum. The State has been guided by the Federal Bureau of Motor Carrier Safety in establishing this minimum requirement. Deaf persons may operate under a so-called Class 3 license. This license would authorize one to drive vehicles not exceeding registered weight of 18,000 pounds. While the State does not allow deaf persons to operate school buses, the Baxter School for the Deaf has drivers operating nine-passenger vans used for transporting deaf students."

MARYLAND: Permits deaf to drive 18-wheeled trucks. Is opposed to school buses operated by deaf persons.

MASSACHUSETTS:

"1. Do you allow deaf to drive 10- to 18-wheeled trucks? ANSWER—YES."

"2. Do you allow deaf to drive school buses transporting deaf children?"

ANSWER—NO." USDOT rules apply on school buses, but do not on interstate truck commerce, because Massachusetts has its own law permitting deaf truckers on interstate highways.

MICHIGAN: "The Department of State has no special rules or tests for deaf drivers. They are treated the same as any driver with no physical impairment and are given the same written, vision, road sign, and road tests. The Interstate Commerce Commission does have a hearing requirement for a person engaged in interstate commerce and a deaf person is not allowed to drive across state lines." Michigan is opposed to deaf persons driving school buses of deaf children. Follows USDOT regulations.

MINNESOTA: "Yes, we do allow deaf people to drive large vehicles. If a person is deaf, he would be restricted to driving only vehicles with outside rear view mirrors. A person who is deaf would not be allowed to drive a school bus."

MISSISSIPPI: "... that deafness shall not be a bar to obtaining a driver's license. The State Department of Education, however, does not allow a deaf

driver to operate school buses transporting children."

MISSOURI: There are no regulations restricting the deaf from operating these types of vehicles, (trucks) in the State of Missouri. There are no regulations restricting the deaf from driving this type of vehicle (bus) in the State of Missouri.

MONTANA: "We are in receipt of your recent correspondence. The answer to both questions would be no. In reference to 10- to 18-wheelers, Montana adopted the DOT driver and safety qualifications on January 10, 1969, which prohibit a deaf person from driving intrastate, the same as the DOT interstate regulations, with no waiver available."

"The school bus problem has never been addressed, as most deaf students go to school in Great Falls and are not bused except for special events, this being of a charter nature which requires a non-deaf driver."

"The records you refer to (deaf drivers and interstate transportation) would appear to have been arrived at illegally as the same DOT qualifications exist nationwide with no waiver available, the same as in Montana . . ."

NEBRASKA: Yes to 10- and 18-wheeled trucks. No to bus transporting deaf children.

NEVADA: "All drivers with disabilities, including the deaf, are given a comprehensive driving test so that we may determine if they are able to compensate for their loss of hearing or other disability in the safe operation of that particular type of vehicle."

NEW HAMPSHIRE: Again, a letter to Governor Meldrim Thomson, Jr., brought a reply after a long silence. Commissioner Richard M. Flynn answers:

"In response to your specific questions, a deaf person is not specifically prohibited from operating any motor vehicle within the State of New Hampshire, but is restricted to a system of outside rearview mirrors which enable a full view of the road behind the vehicle."

"We have never had a deaf person apply to drive a school bus transporting deaf children. Our laws require that school bus operators pass a physical examination by the person's private physician. If a physician raises such an issue, we do not know what the ruling would be."

NEW JERSEY: Has no regulations prohibiting deaf drivers from driving 18-wheeled trucks on interstate. But USDOT regulations apply to bus drivers.

NEW YORK: "A Class 1 license allows the holder to operate any passenger vehicle, taxicab, truck, tractor, truck-trailer combination or tractor-trailer combination. The New York State Department of Motor Vehicles will issue a Class 1 license to a person who is totally deaf, provided, of course, that the individual demonstrates his ability to safely operate the vehicle under road test conditions. This license will, however, be restricted to operation of vehicles equipped with "full-view" mirrors."

The States And Deaf Truck And Bus Drivers

YES to Truck Driving

37 States
Alabama
Arizona
California
Colorado
Connecticut
Delaware
Florida
Georgia
Idaho
Illinois
Iowa
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Nebraska
Nevada
New Hampshire
New Jersey
New York
North Carolina
North Dakota
Oregon
Pennsylvania
South Carolina
South Dakota
Utah
Vermont
Virginia
Washington
Wisconsin
Wyoming

No to Truck and Bus Driving

6 States
Arkansas
Montana
New Mexico
Ohio
Texas
Tennessee

Yes to Bus Driving

14 States
Delaware
Georgia
Idaho
Kansas*
Kentucky
Louisiana
Maine
Nevada
North Carolina
North Dakota
South Carolina
Vermont
Washington
Wyoming

No Reply on Trucks

Kansas

Can't Answer on Trucks

Indiana

No to Bus Driving

23 States
Arizona
California
Colorado
Connecticut
Florida
Illinois
Indiana
Iowa
Kansas*
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Nebraska
New Jersey
New York
Oregon
Pennsylvania
South Dakota
Utah
Virginia
Wisconsin

Can't Answer on Bus

Alabama
New Hampshire
*Can be waived

An individual who is totally deaf would not be qualified to operate a bus in New York State."

NEW MEXICO: No to both questions. The state has adopted USDOT regulations.

NORTH CAROLINA: Once again, a second letter, addressed to the Governor, brought an answer from Secretary of State Thomas W. Brawshaw, Jr.:

"Your letter to Governor Hunt reference to deaf individuals and their driving status has been referred to me for reply.

"North Carolina law does not prohibit the operation of motor vehicles by one who is deaf if he otherwise meets the requirements. The driver who is deaf will be restricted to driving motor vehicles equipped with an outside rear view mirror and his operator or chauffeur license will show such restriction.

"In addition to the requirements of an operator's license, drivers of school buses are required to be trained in the operation of school buses. This training is provided by Traffic Safety Education Services of the Division of Motor Vehicles. A driver who is deaf is not afforded this training and, therefore, cannot be certified to operate school buses. We have no school buses specifically assigned to transport deaf children; however, if deaf children are being transported in an activity bus, that bus may be driven by a deaf person holding a chauffeur license with the restriction of an outside rear view mirror and the bus must be so equipped."

NORTH DAKOTA: No restrictions for deaf persons operating vehicles in North Dakota. If a person can pass the examination, a license is issued. It appears qualified deaf drivers may operate public buses.

OHIO: The state of Ohio has adopted the USDOT regulations, so it is "no" to both truck and bus driving.

OKLAHOMA:

OREGON: Will issue a truck driver's license to persons who are deaf, but there are other specific regulations imposed by the Federal government concerning interstate truck operations. This means Oregon's deaf truck drivers cannot cross the state line into another. No to bus operation by a deaf person.

PENNSYLVANIA: Will issue operator's license to a deaf person but the USDOT regulations apply in most cases. Opposed deaf persons driving school buses.

RHODE ISLAND: "In reply to your letter regarding deaf operators of certain vehicles, please be advised that the Registry of Motor Vehicles' policy is not to issue school bus or chauffeur licenses to the deaf.

"Because of the potential danger of not hearing warnings from passengers, or in the case of large commercial vehicles, the deaf individual cannot receive the verbal warnings and directions when in the process of backing into congested areas."

Rhode Island is unaware that Massachusetts deaf long distance truck drivers passed through Rhode Island to New York for many years without an accident.

SOUTH CAROLINA: "We have no restriction prohibiting deaf drivers from operating 10- to 18-wheeled vehicles. However, they are restricted to when operating these type vehicles they must be equipped with outside mirrors." Deaf can drive school buses of deaf children.

SOUTH DAKOTA: Yes to truck driving. Yes and no on bus driving, subject to regulations. USDOT regulations apply.

TENNESSEE: "In regard to your inquiries to the Tennessee Department of Safety, please be advised that the implementation of Tennessee driver license laws for this department does not provide for the issuance of a Special Chauffeur license to a deaf applicant. This would apply to both the 10-18 wheel trucks and to school buses." (This law conflicts with reality because Tennessee has one 18-wheel truck driver right now!)

TEXAS: Has adopted USDOT regulations on truck and bus driving.

UTAH: Utah is cautious in issuing permits to deaf truck drivers. USDOT regulations apply for deaf school bus drivers. But Utah says: "We do have, in many cases, drivers who are deaf handling big equipment and who are considered to be very capable in doing so. We find that we have very few problems with the deaf driver, and their driving records are really outstanding. They know that they have a handicap and they compensate for it."

VERMONT: Yes to both questions. Restrictions are the deaf must have outside rear view mirror.

VIRGINIA: Yes to truck driving. No to bus driving.

WASHINGTON: Will issue a truck driver's permit to a deaf person. As to school bus, it is up to the discretion of the Superintendent of Public Instruction.

WISCONSIN: Will give permit to a deaf person operating a truck but USDOT regulations apply when it comes to interstate commerce. Deaf truck drivers cannot cross into another state. USDOT regulations apply on school buses.

WYOMING: "The answer to both of the questions posed in your letter is 'yes.' Our present state statutes do not restrict the deaf from operating any motor vehicle, providing, of course, that they pass all other examinations."

From this study-summary of state legislation and regulations inspired by Editor Jess M. Smith, it appears the USDOT is in control of most states when it comes to interstate commerce traffic.

The reasoning behind USDOT regulations against the deaf driver is that they cannot hear train whistles, sirens, etc. Yet, in an informal survey, I have asked hearing relatives and countless friends if they can hear sirens with all their windows closed and air conditioning and radio on while driving. All of them said, "No." So why does the USDOT omit this vital consideration of circumstances involved?

Another USDOT regulation is that the deaf truck driver cannot hear engine noises, detect brake malfunction. Have they ever considered the deaf can feel engine "noises," get used to a truck's usual rhythm and is very alert to changes of rhythm—more alert, in fact, than his hearing counterpart? And if sound is needed to warn of brake failure, why can't it be put on the dashboard with flashing lights? Hearing truck drivers often fail to hear this weak

signal, even if they "can hear a pin drop."

The states that have adopted USDOT regulations against the deaf truck driver do so in conflict with Federal law against discrimination in employment. The states can allow their truck drivers to cross state lines on interstate business without any penalty. New York, Massachusetts and a few others have been doing it in conflict with USDOT regulations.

Regarding Canadian truck drivers, Kenny Pearce, the Canadian deaf truck driver, writes he has finally obtained his cherished No. 1 license, permitting him and all the other deaf drivers in Alberta Province to drive over the 10,000 pounds limit. Mr. Pearce easily obtained \$1,000,000 liability insurance. Here is the letter from the Solicitor General's office notifying Pearce that the Motor Vehicle Branch has removed the class '1' limitations on deaf drivers:

And Kenny Pearce wrote me this nice letter regarding my efforts:

Dec. 3, 1977

"Dear Mr. Woods:

"This is one of the happiest days of my life because today I got a letter saying all deaf in Alberta can have class No. 1 Driver's License. All we have to do is go down and pass the test with a tractor-trailer. This does not worry me at all. I know I will have no trouble with the test. It is just too bad the license plate is closed today or I would be able to tell you I have my license. The only reason a deaf person will not be able to get his license is if he cannot drive. This is fair because the hearing will be required to take tests and that is all I wanted.

"Thank you. Thank you. And thank you. It took you only one year while I fought alone for eight years. I will be always grateful for the help you gave all deaf in Alberta and I thank you.

"I have not told the others yet because I wanted you to be told first. Tonight I will pass the word around and offer my truck to train deaf people that have trouble in passing the tests. Some will have trouble finding a truck to take for the test. I will help anyone in that line.

"One more fight won. Soon deafness will not be a handicap because the stumbling block in our path will be removed. Keep on



Kenny Pearce has finally purchased his own truck and is at present training other deaf in the truck driving profession in Alberta Province in Canada.

fighting for the deaf. You do it well.
Sincerely and gratefully
Kenny Pearce."

November 30, 1977
Mr. Kenny Pearce
54 Garnet Crescent
Sherwood Park, Alberta
T8A 2S4
Dear Mr. Pearce:

Subject: Deaf Drivers — Class "1" License
My apology, Mr. Pearce, for not responding sooner to your July 22nd letter to the Ministry, and the redirection of your letter to me, as advised by T. Sylvia Price, Administrative Assistant to the Office of the Minister. The reason for this delay has been because of further research and review carried out within the Branch, resulting in the following: Starting December 1, 1977, the Motor Vehicle Branch will remove the class "1" limitation on deaf drivers, however, approved candidates will be subject to the following restriction:

"Class 1 does not include classes 2 and 4 while performing a passenger carrying service."

It is hoped this response answers your concerns of licensing, and of deaf drivers in general.

Yours truly,
G. J. Pedersen, Director
MOTOR VEHICLE BRANCH

Here is the latest photograph of Kenny with his own truck. He plans to expand his business, and to give other deaf in Alberta a chance at the truck driving profession.

Such a victory makes me feel good.

Now the stigma of "unsafe" which brands the American deaf truck driver—because of regulations imposed by the United States Department of Transportation of the National Highway Traffic Safety Administration—must be removed. We should adopt Canada's example for most provinces... "no hearing required" when applying for a truck driving permit.

Tennessee's deaf driver (name withheld to protect him) is still driving his 18-wheeled truck for his employer. This deaf truck driver is shown besides his truck in clear 1977 license plates in a photograph I have in my files. He drove his truck back and forth to Chicago for his employer. For unexplained reasons, his employer did not reply to two letters I wrote him. Reportedly the employer has discontinued sending this deaf truck driver on interstate commerce business but permits him to drive only in Tennessee. Truck driving by deaf is forbidden in Tennessee.

From the results of this survey, we must suspect that the Interstate Commerce Commission, the USDOT and the

Alberta		OPERATOR'S CERTIFICATE	
SOLICITOR GENERAL		DATE OF EXPIRY DAY MO. YR	LICENCE NO.
		28/07/78	725794
CLASS 1 OPERATOR'S CERTIFICATE			
PEARCE, KENNETH			
54 GARNET CRESCENT			
SHERWOOD PARK			
THIS IS TO CERTIFY THAT THE PERSON NAMED ABOVE IS AUTHORIZED TO OPERATE VEHICLES OF THE CLASS SHOWN HEREON IN ACCORDANCE WITH THE PROVISIONS OF THE REGULATIONS UNDER THE MOTOR VEHICLE ADMINISTRATION ACT.			
REGISTRAR		Driver Examiner	

Proof of No. 1 license granted to Kenny Pearce.

ATA do not fully realize there is Federal law that plainly states: "Arbitrary employment discrimination against persons with handicapping conditions is illegal and against public policy."

The deaf truck driver has proven his worth many times. But right now, all too often, he is being discriminated against.

In the June 1977 issue of THE DEAF AMERICAN, I mentioned that Wisconsin's deaf were prohibited by the USDOT's regulations, from doing business on our interstates. Yet the Wisconsin Department of Transportation says, "We have no state law that prohibits us from issuing a Wisconsin chauffeur's license to a person that is deaf." That Wisconsin truck driver can obtain a chauffeur's license permitting him to drive in Wisconsin, but the USDOT regulation denies him legal access to interstate work.

In the Rehabilitation Gazette, 1977, there was an article saying that Congressman Tom Harkin (D-Iowa) is vitally interested in the rights of the deaf since he has a brother who is deaf. So I decided to write him the following letter:

Congressman Tom Harkin's reply:

February 23, 1978

"Thank you for your recent letter. I appreciate your bringing this issue to my attention.

"I have been in contact with the U.S. Department of Transportation and the National Center for Law and the Deaf concerning the vast differences among state and Federal laws regulating deaf drivers.

"I plan to study this issue further in hopes that these problems might be resolved. If you have access to any studies regarding the ability of deaf persons as drivers, I would appreciate seeing them.

"Again, thank you for writing. I will certainly keep you informed of any progress in this area.

"Sincerely,
"Tom Harkin
"Member of Congress."

My reply to Congressman Harkin:

March 13, 1978

Dear Congressman Harkin:

"I have your letter of February 22, 1978, asking for studies of the deaf truck driver.

"There are a very few deaf truck drivers in the United States today, so it is difficult to conduct any informative studies of their driving records.

"But, I, for one, am totally deaf, and I drive my own passenger car. I know my motor's rhythm and can detect the slightest malfunction — malfunctions normal drivers often fail. So I must believe the deaf truck drivers have the sense of feeling for their motor's rhythm.

"I am going to the National Association of the Deaf convention in Rochester, N.Y., this July and will try to gather information that may be of value to your work in behalf of our deaf truck drivers.

Sincerely,

W. H. Woods, Sr."

I will be at the National Association of the Deaf convention in Rochester, N.Y. this July and it is imperative that I gather informative studies of our car drivers regarding their driving habits, driving records, their feelings of their

car's motor, etc., in order to help our truck drivers obtain a "green light" to use our interstate highways into another state. The studies will be turned over to Congressman Tom Harkin (D-Iowa). At present there are several deaf truck drivers who want to use our interstate but cannot because of the regulation against them imposed by the United States Department of Transportation.

February 4, 1978

Congressman Tom Harkin

U.S. House of Representatives

514 Cannon House Office Building

Washington, D.C. 20515

My dear Congressman Harkin:

I am writing you this letter on behalf of the nation's deaf truck drivers. The United States Department of Transportation has a regulation prohibiting deaf truck drivers from doing business on our interstate highways.

I wrote, via form letter, to 48 states, asking each state's Department of Transportation if it allowed the deaf to drive trucks, and school buses transporting only deaf children. Twenty eight* states gave their approval of the deaf driving 10- to 18-wheeled trucks; 22 states denied the deaf the privilege of driving school buses. Six states' answer were "no" to both truck and bus driving. Ten states gave "yes" to bus driving. No reply on trucks were forthcoming from three states. The above research is not complete, but when it is, an article will appear in The Deaf American, national organization of the National Association of the Deaf.

States such as Massachusetts, New York and several others permit deaf truck drivers to cross into another state on interstate business because their laws are not in accord with Federal laws.

The U. S. Department of Transportation claims the deaf cannot hear sirens, emergency vehicles, train whistles, etc. What it does not admit is that no truck drivers can hear a siren or loud train whistle with all windows closed, air-conditioning on and radio or tape deck playing.

Massachusetts had two deaf truck drivers, now retired, with 33 years each of driving on interstates without any accidents, a record we do not believe any of the American Trucking Association Inc.'s drivers can equal. In fact, the deaf driver's sense of feeling, his consciousness of the rhythm of the motors, is more sensitive than the ears of normal drivers.

Will you please investigate and make suggestions for Administrative or Congressional action to force the U.S. Department of Transportation to stop its unwarranted regulation against the deaf truck driver?

The deaf, also classified as one of the handicapped citizens of our nation, deserve better protection guaranteed by the Federal government against discrimination in employment.

Sincerely yours,

W. H. Woods, Sr.

*It has gone up since I wrote Congressman Harkin on February 4, 1978.)

* * *

This is a copy of a letter I wrote to Governor Ray Blanton of Tennessee:

April 10, 1978

Mr. Ray Blanton, Governor

State House

Nashville, Tennessee

My dear Governor Blanton:

For your information, I am a native Tennessean, and a graduate of Tennessee School for the Deaf in the class of 1925.

I have several requests to help repeal Tennessee's law for the Department of Safety in not providing for the issuance of a Special Chauffeur license to a deaf applicant.

Tennessee's law is grossly unfair when it comes to the deaf truck driver. I know of a deaf Tennessee truck driver who has driven his big 18-wheel truck for his employer for 20 years without an accident. It will be mentioned in THE DEAF AMERICAN, name withheld to protect him.

Tennessee also has a deaf farmer who drives his truck almost daily. He needs his truck to stay in business. Where does Tennessee stand on this issue? Force nice, decent deaf people out of a livelihood?

I have the regulations from the United States Department of Transportation and that regulation applies to all states. But I also have the latest survey—it shows 37 states favor the deaf truck driver, 15 states are for the deaf school bus driver, 24 states against the deaf operating school buses and only seven states, Tennessee included, that are against the deaf truck and bus operator.

The United States Department of Transportation (USDOT) says the deaf cannot hear sirens, emergency vehicles, train whistles, unable to tell brake or motor malfunction before starting on long trips. The USDOT does not know that normal drivers CANNOT hear sirens, loud train whistles with his WINDOWS CLOSED, AIR CONDITIONING and RADIO on. Try it yourself in your passenger car. You will understand why deaf are more alert than his hearing counterpart.

Regarding engine and brake malfunction, the deaf driver is more sensitive to engine rhythm the hearing driver cannot detect the slightest malfunction with the radio on. Brake malfunction is the only trouble but it is not always a safety factor before long trips when in pre-inspection for any signs of air leaks. What about signal on dash board in red lights? It catches the eyes of the deaf driver quicker.

I am sending to you, with my compliments, under separate cover, three issues of THE DEAF AMERICAN. Please turn to:

Page 9, June 1977 issue, for AMERICAN DEAF TRUCK DRIVERS

Page 5, October issue, for KENNY A. PEARCE: CANADIAN DEAF TRUCK DRIVER
Page 3, January issue, for BEHIND THE WHEEL WITH HAROLD ROACH, DEAF TRUCK DRIVER.

My article, CULPRIT, U. S. DEPARTMENT OF TRANSPORTATION, is now in the hands of Jess Smith, himself a native Tennessean, and editor of THE DEAF AMERICAN.

May I hear from you?

Sincerely yours,

W. H. Woods, Sr.

Governor Blanton forwarded it to Joel Plummer, Commissioner of Tennessee Department of Safety, who replied to me in a letter dated April 20, 1978:

"Your recent letter to Governor Ray Blanton has been referred to this Department for a reply.

"At the present time, the policy of the Tennessee Department of Safety does not provide for an applicant with certain physical defects to be issued a Special Chauffeur's license.

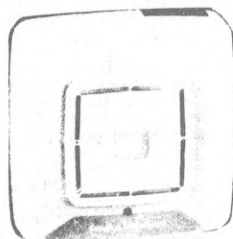
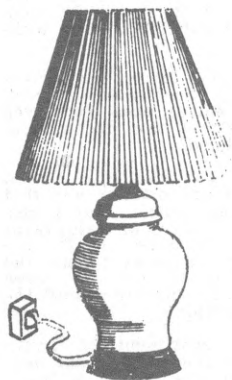
"Please be assured that your request will be promptly evaluated and given every consideration. I certainly appreciate your concern and the time you have taken to express your interest to me personally.

"If this Department can be of assistance, please do not hesitate to contact me."

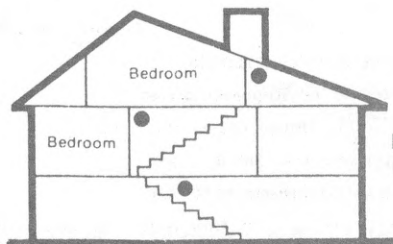
So it is just a policy issued by someone unfamiliar with the deaf truck driver. Tennessee Department of Safety should have investigated first . . . NOT through the United States Department of Transportation.

NATIONWIDE FLASHING SIGNALS SYSTEM

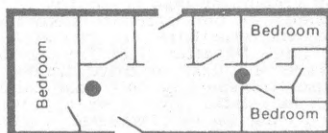
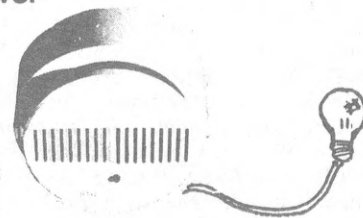
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Education And The State Commissions

By WILLIAM E. CASTLE, Ph.D., Director and Dean
National Technical Institute for the Deaf, Rochester Institute of Technology

As the agenda for this two-day workshop show, I have been invited to address the topic "Education and the States Commissions." I am delighted to have been invited to do this, and I wish to do it in the context of our nation's long-standing interest in equal educational opportunities for all of its citizens. I am sure that each of us here is fully aware that the most recent steps toward the fulfillment of that long-standing national educational goal were the passage of the "Education for all Handicapped Children Act" by Congress on November 29, 1975, and the signing by Secretary Califano of the HEW regulations for fulfilling the congressional intent of the amendments to the Vocational Rehabilitation Act of 1973.

Each of us is also acutely aware that legislation is one thing; fulfillment is another! It seems safe to say that, although our nation always has had an abiding interest in equal educational opportunity for its citizens; the fulfillment of that interest has not been something easily effected, because the make-up of our citizenry is very diverse, the educational programming among today's 50 states is also very diverse, and among the multitude of local school districts within each of those states educational programming is very diverse. Historical complications to the fulfillment process have been the peculiar history of dealing with American Indians from the beginning of colonization; the uncertainty about the role of women as citizens from the time the United States Constitution was written; the awarding of citizenship to our Black population who, like their ancestors, were first here as slaves; the diversity of the nation's immigration program; and the recent influx, legal and illegal, of Spanish-speaking Americans from Cuba, Puerto Rico, Mexico and other territories.

Our inability to recognize the American Indians as real citizens persists, but so do their demands for equal rights. Though women were assured the right to vote in 1920, they still strive today for an Equal Rights Amendment to the Constitution to give fuller assurance of equal educational and employment opportunities. Though the Blacks and other minority groups were assured of citizenship in 1868 and the right to vote in 1870, they have had to demand special civil rights legislation in recent years to foster equal educational, housing and employment opportunities for themselves; and in spite of all that special legislation, they are still a far cry from

where they would like to be regarding their equal rights, educational and otherwise.

Members of state commissions for the deaf must heed this history and must assume that an important part of their mission will be to have a different kind of history written for the deaf who have only recently been given their legal rights to equal educational and employment opportunities. As Public Law 94-142 and Section 504 get executed in detail and as their execution forces us as a nation to give renewed consideration to native Americans, women, Blacks, Chicanos and other minority groups, the implications regarding the current and future activities of state commissions for the deaf are extensive.

Let us now narrow our thinking to the concept of equal educational opportunities for the 1,800,000 deaf persons that live in our country. What must state commissions for the deaf advocate to state legislative and executive branches of government in order to help assure equal educational opportunities to the deaf citizens of their states? What must state commissions for the deaf as a conglomerate, advocate to the Congress and the President of the United States to help assure equal educational opportunities to all deaf citizens of the United States?

I would like to set the stage for answering these questions by reflecting on some of the details presented in the "Education for All Handicapped Children Act."

Detail #1: Many handicapped children . . . do not have successful educational experiences because their handicaps go undetected. This is a fact that none of us will deny; and it hits home especially with regard to deafness, because deafness is not a visible handicap and is too often discovered later than it should be in order to insure equal educational opportunities.

Detail #2: The law provides for all handicapped persons between the ages of three and twenty-one. This is fine; but it is not enough with respect to the deaf, who, along with their parents, should receive special educational attention as soon as the deafness is detected, which could be at the time of birth or shortly thereafter. It is also not enough with respect to the deaf or any other handicapped persons because education does not cease for anyone at the age of twenty-one, particularly in today's very technological society which provides us with television and other highly sophisticated educational media.

Detail #3: The law seeks to provide "appropriate" educational experiences for handicapped children at the pre-

school, elementary and secondary levels. We need to infer from this detail that much of what exists at these levels is inappropriate and state commissions for the deaf must consider what among current offerings for the deaf at these three levels are inappropriate. The commissions must also, however, be attentive to appropriate educational plans for deaf children and their parents before preschool age and to the broad fields of postsecondary education and continuing education for the deaf.

Detail #4: Families of handicapped persons are forced to seek special educational services for them outside the public school system, often from agencies that are a great distance from their residence and at their own expense. State commissions for the deaf should be aware of this fact, which, by the way, should not be looked upon as all bad. What should be guarded against by any of us who are involved is restricting freedom of choice among programs that are available. If implementation of Public Law 94-142 were to lead to the immediate or even eventual demise of all residential schools for the deaf, most of which are a part of the public school system, this would probably be a grave error.

Detail #5: The law provides that an individualized education program be designed for each handicapped child and indicates an assumption that this is feasible, with appropriate funding, based upon existing approaches to teacher training and diagnostic and instructional procedures. The idea is fine but the assumption is wrong, at least with respect to the deaf. The usual teacher of the deaf, whether certified or not, is inadequately prepared to do what needs to be done for the deaf student at the preschool, elementary, and secondary levels. Adequate instruments for diagnosing the educational needs of deaf children are nonexistent. If the needs of the individual cannot be assessed adequately, how can an appropriate individualized program of education be designed?

Detail #6: The special educational needs of handicapped children are not being met adequately and at least 50% do not receive the special services required to assure them full equality of opportunity. This fact is most assuredly true for more than 50% of deaf children. My own hunch is that it is closer to 100%, and I will be indicating why I think so a bit later in my presentation.

Having set the stage with six details from Public Law 94-142, I should now like to outline what I believe State Commissions for the deaf should be advocating to their respective state govern-

ments and/or to the federal government to better assure equal educational opportunities for the deaf. I wish to make 10 recommendations which are neither mutually exclusive nor exhaustive.

Recommendation #1: State commissions for the deaf should advocate a universal system for early detection of deafness in our country. Though the United States in most respects is ahead of all other nations in what it does for the deaf, it lags behind such nations as Sweden, Holland, Israel and Japan in its efforts in early detection of deafness. Audiological techniques have been developed which can do what is needed, but they are not applied universally. Medical doctors, especially gynecologists, obstetricians and pediatricians, need to be more universally aware of these techniques and see that they are applied; because the earlier deafness is known, the earlier special programming can begin. Absence of early detection of a person's deafness is the first strike against effecting equal educational opportunities for that person.

Recommendation #2: State Commissions for the deaf should advocate a universal program of early education for deaf children and their parents. For some years now several programs for deaf children under the age of three and their parents, often referred to as home demonstration programs, have been in existence. Such programs are important for the adjustment on the part of both the parents and the child with respect to the problems associated with deafness. And they provide a very early opportunity for parents to become involved in the educational programming for their child. But such programs are not available universally in our nation and they should be, because absence of this form of early education for the child who is deaf is the second strike against effecting equal educational opportunities for that person.

The full meaning of early education includes what is done at the preschool level for deaf children who are between the ages of three and five. Over the years, specifically since World War II, our nation has done a fair job of providing preschool educational opportunities to deaf children. It is still not a universal opportunity, but it is a fairly prevalent one. Good quality preschool education for the deaf is also not universal, because not all teachers involved are adequately trained to do the job and because important support services may often be lacking. For example, sufficient services from speech pathologists or audiologists may not be available; or, for another example, for certain children at preschool age, the absence of the use of manual communication by the involved professionals could be the third strike against effecting equal educational opportunities for those children.

Recommendation #3: State commissions for the deaf should advocate ap-

propriate programs of elementary and secondary education for the deaf. Regardless of whether they receive their elementary or secondary education from residential schools or from some format of day programs, deaf students, in general, do not have elementary and secondary attainments which equal those of hearing students. This fact is brought home to us resoundingly with each piece of educational attainment research done by the Office of Demographic Studies at Gallaudet. It is reflected also in the admissions data for students who enter Gallaudet, NTID and the Model Secondary School for the Deaf. I need not present any detail about those data, for I think each of us is familiar with them. But certainly we need to ask ourselves the following questions: What is it that happens to deaf students in the preparatory program of Gallaudet College that could not happen for them in a high school college preparatory program? Why can deaf students gain math, English and basic science skills at NTID which they were not able to gain in their elementary and secondary programs? If I am allowed to hazard a guess, I would say it is because the usual deaf student in an elementary or secondary program in a school for the deaf is taught by a teacher of the deaf who is not a teacher of elementary and secondary subject matter or content; and the usual deaf student in some day program format for elementary or secondary education is taught by a teacher who is qualified to teach elementary or secondary subject matters but who is not qualified or knowledgeable about how to teach deaf students. Allow me to illustrate what I mean by discussing what we have observed at NTID with respect to the reading and writing skills of the deaf students.

At entry the average NTID student has a reading vocabulary grade level of 7.4, a reading comprehension grade level of 8.5 and a written language intelligibility score which suggests that a person unfamiliar with deafness can understand about half of what the student has expressed in writing.¹

The Department of English of NTID offers five levels of instruction in the English language.² Each course consists of small-group classroom instruction and individual instruction in the Reading and Writing Labs of the English Learning Center. The courses incorporate vocabulary items based upon their frequency of occurrence in materials published in English; the lower level courses tend to concentrate on those words which appear most frequently, while the higher level courses concentrate on words which appear less frequently. With respect to writing skills, the student is guided through a continuum ranging from structured drill and practice of sentences at the lower levels, guided writing of paragraphs at the middle levels, to spontaneous writing

of entire compositions at the higher levels. To insure challenge, motivation and job relevancy the content of the English language courses stresses both general and technically specific job related information. Instructors utilize advanced electronic and optical technology in the classrooms and labs.³

Following each quarter of instruction, a student's skills are reassessed in the areas of reading vocabulary, reading comprehension and written language. This periodic reassessment has indicated that students at NTID improve significantly in all three English skill areas. One year after entry, the average NTID student has a reading vocabulary grade level of 8.52, a reading comprehension grade level of 9.44 and a significantly increased written language intelligibility score. This is an improvement rate of 1.15 grade levels in the area of reading vocabulary and 1.00 grade level in the area of reading comprehension and written language three-quarters of which can be understood.⁴ The improvement rate documented at NTID suggests that these students are increasing their English skills at a faster rate than evidenced in their past educational history.

Why are the gains so different at NTID from what they were for the students before coming to NTID? My personal belief is that the greater gains are due to the fact that all special efforts to improve reading and writing skills of NTID students are managed by experts in language development each of whom is trained to teach deaf students and each of whom is also an English, linguistics or reading specialist. As a group, the deaf students did not have instruction from such specialists before coming to NTID. I sincerely believe that genuine implementation of Public Law 94-142 for the elementary and secondary levels of education will require a drastic (but positive) revision in the teacher training programs designed to train persons to teach the deaf; and I will hope to say more about that later.

Recommendation #4: State commissions for the deaf should advocate that all postsecondary programs for the deaf be required to satisfy the guidelines for such programs which were published by the Conference of Executives of American Schools for the Deaf in October 1973.⁵ If we are not careful there will be a proliferation of "non-quality" postsecondary programs for the deaf in the United States by virtue of overreaction by colleges and universities to the regulations of Section 504 recently signed by Secretary Califano. All the good intentions of these regulations may actually prove to be an irony if hosts of deaf persons suddenly insist on or get counseled into entering postsecondary environments that are all-equipped to satisfy all of their special needs. Some things resulting from the Section 504 regulations may prove to be counterproductive for the interests of equal educational opportunities for the deaf.

Recommendation #5: State Commissions for the deaf should advocate a broadening of graduate and continuing education opportunities for the deaf. Though graduate studies for deaf persons have become more prevalently available over the past fifteen years than was true before and though there is now at Gallaudet College a National Center for Continuing Education for the Deaf, there is room for considerable growth in both of these types of educational opportunity.

Recommendation #6: State Commissions for the deaf should advocate fuller implementation of programs of career education for the deaf at the elementary, secondary, and postsecondary levels. Because of our own emphasis on the career development of our students, we at NTID have grown to be interested in the career development of all deaf people. We are interested in having deaf children and adolescents become more familiar with the world of work and careers that are now available to deaf people; we are interested in having these deaf youngsters have educational experiences that are work or career related; and we are interested in helping deaf adults add to their vocational and technical skills through continuing education.

It would seem that our interest in these matters is complemented by the career development interests of the Model Secondary School, the continuing education interests of Gallaudet College, the growing interest in mainstreaming and the congruent universal interest in career education, and the new very basic thrust toward equal employment opportunities for the deaf.

With all these as part of today's approach to things, it can be hoped and perhaps predicted that the future will bring to all of our deaf people what is today available to every young citizen of Sweden — that is, an exposure to the work world and the community through a blend of career and vocational education programs which begin as early as the third grade. "From third grade on, Swedish students are **required** to take courses each year in one of three [skill areas]: textiles, woodwork, and metal work. Even in today's world of specialized machine technology and push-button production, the Swedes continue to value the handicraft . . . as a basic educational tool because of its learning-by-doing approach and because it gives the student a sense of workmanship.

"By the eighth and ninth grades, the work orientation is intensified through an elective course called 'freely chosen work' and a required sequence . . . [of] practical work experience. Both come at a time when 14 and 15 year olds are beginning to think about their futures. Freely chosen work is pretty much anything the student cares to make it: maybe chosen work is pretty much anything the student cares to make it: maybe filmmaking, typing, construction work, engineering, community volunteer work. (The required practical work experience)

comes in two parts. Part one involves three study visits that every eighth grader makes into actual work settings and part two sends each ninth grader out into a business, industrial or service-organization environment for two weeks of work, usually at different jobs within the one work place."⁶

Certain further emphasis is given to vocational and career interest throughout the remainder of the Swedish student's schooling; and once the individual is out in the larger world, life long learning possibilities are provided on a continuing basis. So it should go in the future for our deaf population.

Recommendation #7: State commissions for the deaf should advocate that the nature of teacher training programs for teachers of the deaf be revised. Something long overdue in our country with respect to teaching of the deaf at the preschool, the elementary and the secondary level and which will be quite necessary for fulfilling the intent of Public Law 94-142 is the basic requirement that teachers at all three of these levels be qualified technically to teach both hearing and deaf students. I do not wish to suggest that all deaf students should thereby necessarily be taught in classes with hearing students or that deaf persons who could not teach hearing students readily should not teach at these levels. I do wish to suggest, however, that preschool teachers of the deaf should be certifiable by the State Department of Education both as qualified preschool teachers and as qualified teachers of the deaf; elementary teachers of the deaf should be certifiable by State Departments as qualified elementary teachers and as qualified teachers of the deaf; and secondary teachers of the deaf must be certifiable both as secondary teachers and as teachers of the deaf. If because such professionals must be dually certified, they must also be paid more, then state commissions should advocate that they be paid more. In addition, substitutions should be allowed for requirements for certification which tend to artificially restrict deaf persons from becoming certified.

Recommendation #8: State commissions for the deaf should advocate that state agencies be forbidden to restrict postsecondary opportunities for the deaf to those options available in their own state. There has been a growing tendency on the part of certain funding agencies at the state level to deny financial support to deaf persons who may wish to go out of state for their postsecondary education. Thus, deaf persons are sometimes denied the opportunity to attend Gallaudet, NTID or some other college or university which they consider more suitable to their needs. Such a denial is but another breach in the interests of equal educational opportunities.

Recommendation #9: State commissions for the deaf should advocate a greater prevalence of such professionals

as audiologists, speech pathologists, language specialists, school psychologists and counselors in educational programs for the deaf. For too long it has been the practice to have the classroom teacher, particularly in residential schools, to be all things to the deaf student. The classroom teacher is to think of herself as an authority on and a teacher of speech, language and auditory training and to act as counselor when necessary. In this day and age this is no longer appropriate and it probably never was. Let me be illustrative by reviewing briefly some discoveries we have made at NTID relative to the role of audiologists in the education of the deaf.

Ninety percent of the deaf students who enter NTID can profit from the use of amplification; but 80 percent of the entering students have either not been served or have not been served well by audiologists or educators, because they **do not** know how to **best** make use of amplification! In fact, nearly 35 percent of the students who can profit from the use of hearing aids either **do not** own aids or seldom wear the aids they do own. In addition, most of the deaf students who enter NTID have had little recent attention to the development of specific listening, auditory discrimination or speechreading skills.

Even though the average age of the deaf students entering NTID is 19.5 and one would expect the students to be fixed in their ways, we have discovered at NTID: 1) that, with the right approaches to orientation to the hearing aid by audiologists, "non-users" and "seldom users" can both be persuaded to become users; 2) that, with the right approaches by audiologists to auditory training, "poor users" of hearing aids can be taught to be "good users," "poor listeners" can be taught to be "better listeners" and "poor auditory discrimination skills" can be improved; 3) that, with an approach by audiologists to speechreading which concentrates on repetitious social interchanges and job related vocabulary and language, speechreading abilities can be increased; 4) that the regular telephone can be used by many NTID students who never expected that they could do so, if they are given variable formats of amplification and/or special coding systems and are taught how to use them; and 5) that, though all of these kinds of accomplishments can be achieved with some deaf students without the use of simultaneous communication, with many it would be impossible; and is, therefore, important that the audiologists at NTID be prepared to use simultaneous communication when it is necessary for being understood by the deaf student and when it can be found to be a significant factor in motivation.

All of these discoveries suggest that it is important that state commissions for the deaf strongly advocate that the

guidelines for audiology programs in educational settings for hearing impaired children be implemented in all educational settings for the deaf. Similar guidelines are needed for the speech/language pathologists. And similar demands should be made for school psychologists to deal with the deaf, a professional entity that today is virtually non-existent.

Recommendation #10: State commissions for the deaf should advocate greater use of the principles of technology at all levels of education of the deaf. Television, closed circuit and otherwise, is a case in point. It is difficult to imagine the full impact of capturing the master teacher on video tape so that what that teacher has to project 1) may be reviewed as many times as necessary for a given student to comprehend fully or 2) may be witnessed in many classrooms across the nation, not just in one isolated spot. Television has long ago demonstrated its potential for holding the interest of young people, deaf and hearing alike; and with the right production talent, it may well serve the purposes of much education of the deaf.

In the absence of the complicated and expensive equipment for televisions, single concept films may serve the purpose.

The full spectrum of possibilities for modes of captioning (some simultaneous); dial access; behavior modification equipment; visual, tactile and auditory feedback devices; and overhead projection devices has yet to be realized.

It is my suspicion that part of the answer for speeding up that realization will be a direct result of more and more deaf students receiving more and better technical education.

We have heard often since the moon flight that if we are able to send men into outer space and bring them back, we certainly should be able with the right investment of time, money and thinking to solve some of the problems we face as a nation—air pollution, water pollution and so on. I would like to make a case for the idea that deaf persons, properly educated in the technologies, can and will concentrate their energies and thoughts on problems which face them in communication and employment. The development of more useful and more versatile hearing aids is a wide open field. Why shouldn't electrical engineers who are deaf help develop them? The development of instruments that can show a deaf person when he is making mistakes in speech production is also a wide open field. Why shouldn't deaf persons develop them?

The development of good graphic and photographic materials for teaching the deaf is way behind schedule. Why shouldn't deaf persons help us to catch up? There are very few programs available for teaching the deaf math, science or better English with the computer. Why shouldn't deaf persons get the tech-

nical education necessary to develop some of those computer programs? Theatres are becoming more and more meaningful to deaf persons because of the National Theatre for the Deaf. Why shouldn't deaf persons think about theatre design or the technical aspects of theatre productions? The world of optics is very important to persons who depend primarily on visual information. Why shouldn't deaf persons learn how to improve optics toward improving visual perception?

My answer to all of these questions is the same: Deaf persons certainly should become interested in these things and do something about them.

It has been said that: "The skills necessary to maintain oneself in a life-long learning experience are found in the mutual interaction and relative dominance of four basic learning units: learning to learn, learning to do, learning to care and learning to be." Any philosophy regarding the education of the deaf should be very much in tune with this statement. When we recite our interest in helping deaf persons to be self-generated learners, we are talking about "learning to learn" and an interest in developing inquisitiveness, curiosity and creativity. When we say our purpose is to provide education to the deaf which will lead to their successful employment, we are talking about "learning to do" and an interest in preparing the deaf for a gainful and productive future which will lend to their sense of self-worth and self-respect. When we declare a purpose for ourselves of facilitating and encouraging deaf students to achieve a high degree of personal, social and cultural development, we are talking about "learning to care" and "learning to be" and an interest in providing deaf people with experiences which aid them in the processes of interacting with other people and self-discovery. All of these efforts in learning should be the heart interests of any commission for the deaf and all other commission efforts must bear a direct relationship to them.

¹Johnson, Donald D., "Communication Characteristics of a Young Deaf Adult Population: Techniques for Evaluating their Communication Skills," *American Annals of the Deaf*, Washington: August 1976, pp. 409-424.

²Walter, Gerard G., "English Skills Assessment and Program Planning for NTID Students," *Proceedings of the 47th Meeting of the Convention of American Instructors of the Deaf*, Washington: 1976, pp. 592-602.

³Malcolm, Andrew, "Developments in Electronic Equipment for Teaching English at NTID," paper presented at the 48th Meeting of the Convention of American Instructors of the Deaf, 1977.

⁴Crandall, Kathleen E., "English Proficiency and Progress Made by NTID Students," paper presented at the NTID Mini-Convention, 1976.

⁵Stuckless, E. Ross, (ED.), *Principles Basic to the Establishment and Operation of Post-secondary Programs for Deaf Students*, Conference of Executives of American Schools for the Deaf, 1973.

⁶Castle, William E., "The Current Status of Vocational and Technical Education for the Deaf," paper presented at the Massachusetts Eye and Ear Infirmary 70th Anniversary Symposium, November, 1977.

⁷Joint Committee on Audiology and Education of the Deaf, *American Annals of the Deaf*, Volume 121, 1976.

⁸Wireman, Bill O., *Vital Speeches of the Day*.

Rehabilitation Amendments of 1978 Passed By House Of Representatives

On May 16, 1978, the House of Representatives passed the Bill (H.R. 12467) to amend the Rehabilitation Act of 1973. There are several important parts of the bill which will provide services to deaf people. The bill provides for:

1. **INFORMATION AND REFERRAL PROGRAMS.** These programs would have a staff of interpreters for deaf people to make sure that handicapped individuals in each state are given correct vocational rehabilitation information and appropriate referrals to other federal and state programs.

2. **COMPREHENSIVE REHABILITATION CENTERS.** In each state they would provide technical assistance to local governmental units and other public and private non-profit groups. This technical assistance would include the provision of support personnel such as interpreters for deaf people. Interpreters are required by some provisions of this Act, particularly Section 504.

3. The Commissioner of Rehabilitation Services Administration may establish not more than 12 **PROGRAMS FOR THE PURPOSE OF TRAINING A SUFFICIENT NUMBER OF INTERPRETERS** to meet the communication needs of deaf individuals. Any institution applying to establish a program under this section must show the development of a five-year program which demonstrates the institute's capacity to train a sufficient number of interpreters for the deaf in such geographical areas as the Commissioner may prescribe. Training is also provided for teachers who are involved in providing instruction to deaf students but who are not certified in deaf education. Any interpreter trained in such program shall meet minimum standards established by the commissioner of Rehabilitation Services Administration.

4. **THE ARCHITECTURAL, TRANSPORTATION AND COMMUNICATIONS BARRIERS COMPLIANCE BOARD.** This board is given expanded responsibility over insuring that communication barriers are removed. Responsibilities include investigating alternative approaches to communication barriers confronting hearing-impaired people specifically with respect to telecommunication devices (TTYs). The board may make grants or contracts to recipients of Federal financial assistance to comply with Section 504. This board was originally called the Architectural and Transportation Barriers' Compliance Board.

5. Attorneys' fees are provided to the winning party in a legal action brought specifically to enforce any provision of Section 501, 503 or 504.

The U.S. Senate is now considering their Bill, S.B. 2600, which would amend the Rehabilitation Act of 1973. Their bill is not the same as H.R. 12467. Any differences between the bill agreed on by the House and the bill agreed on in the Senate will have to be worked out in a joint conference committee.

If you have further questions regarding these two important actions please call or write your Congressman, Senator or the National Center for Law and the Deaf, 7th Street & Florida Avenue, N.E., Washington, D.C. 20002, (202) 447-0511 Voice or TTY.

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Bragg Visits 38 Cities On World Tour

By BERNARD BRAGG



IN SPAIN—Sign-mime (the theatricalized medium of the National Theatre of the Deaf) is a totally new concept for the Spanish deaf, who are in the process of establishing their own national theatre company. Here, Bragg conducted a workshop/demonstration with the Spanish representatives of PROAS (Promotion and Assistance to the Deaf).

From September 2, 1977, through February 5, 1978, I traveled to 38 cities around the world. The purpose of my trip was to visit deaf theatre companies and communities, to encourage their creative development and to share with them the experiences and theatrical language developed by the National Theatre of the Deaf. It was also my goal to study the sign languages of the countries I visited, and to learn as much as possible about the education, occupational opportunities and lifestyles of the deaf in each locality.

The following countries were included on my itinerary: Ireland, USSR, Finland, Sweden, Norway, Spain, Portugal, France, Switzerland, Austria, Yugoslavia, Czechoslovakia, Turkey, Iran, India, Thailand, Republic of Singapore, British Crown Colony of Hong Kong, Taiwan, the Philippines and Japan. Also included was our 50th state, Hawaii.

My activities included lecture/demonstrations to audiences of deaf and hearing individuals; workshops with deaf and hearing people on visual vernacular and other non-verbal communications; television appearances, press interviews; performances in mime and visual vernacular; meetings with deaf leaders, deaf and hearing theatre people, educators, teachers and government representatives. There were even one or two radio interviews!

It was my general observation that we in this country have dramatic advantage over our counterparts in the rest of the

world in regard to educational and vocational opportunities. Abroad, oral education is still the rule, and it is quite rare to find a group of deaf adults in full control of their own lives and futures. Paternalism is rampant. There were many times when my trip became a crusade for the total communication philosophy in particular, and for recog-



Included in Bernard Bragg's lectures during his five-month world tour was President Mervin D. Garretson's poignant poem—"Words from a Deaf Child." The poem was translated into about 15 foreign languages for presentation either in ASL or in the language of the country he visited (if he had the time to learn beforehand). His sabbatical tour, organized with the International Theatre Institute of the United States, was supported by the National Association of the Deaf, the Ford Foundation and the Bureau of Educational and Cultural Affairs of the U.S. State Department.

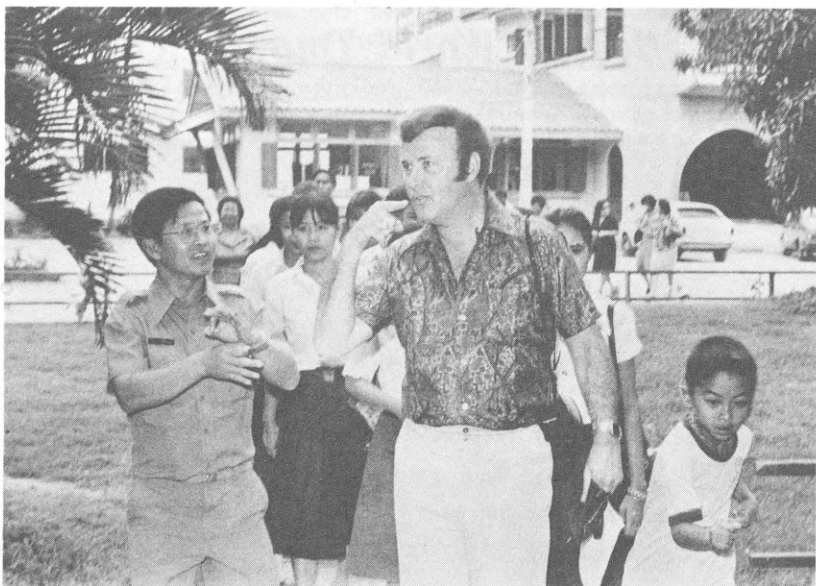
nition of and respect for the deaf in general.

The journey was full of a thousand discoveries. In Dublin, I learned that for years deaf boys and girls had been taught two separate and distinct sign languages, and it was only recently that the two were "unified" to facilitate communication between deaf people of different sexes! In Finland, I found a thriving deaf community, strong and committed to self-determination.

I learned in Switzerland that this nation has four spoken languages (French, Italian, German and Romanish), but in the German sector's deaf children must learn to speak and lipread the spoken language, entirely different from the written (High German);

Encouraging, however, was information that some of the nation's deaf are promoting the use of GESTUNO to standardize their diverse sign languages. In Singapore, I discovered with some astonishment that the sign language employed by the deaf is none other than ASL! And so it went . . .

There were fruitful meetings with the Ruh Theatre in Minsk (USSR) and with the Moscow Theatre of Mimicry and Gesture. I was privileged to attend the French National Convention of the French National Association of the Deaf in Montpellier; and to participate as a juror in the International Festival of Pantomime for the Deaf in Brno, Czechoslovakia. In Yugoslavia, I had the opportunity to meet with Drago Vukotic,



IN BANGKOK—Bernard Bragg, a deaf American dignitary, traversing continents, and cultures, delivering lectures at American Embassy's Cultural Centers in many of the 38 cities he visited; sitting down to working lunches and dinners with diverse groups of people, discussing theatre, education, deafness, language; preparing for press conferences, TV appearances, workshops and receptions; spearheading a good-will mission; representing the American deaf, the American theatre, his theatre company and himself.

president of the World Federation of the Deaf, to discuss world solidarity among the deaf, offering assistance to the deaf in developing countries, possibilities of organizing a world workshop for the various existing theatres of the deaf.

These and other experiences are recorded in detail in a book I am currently preparing. A journalistic account of my world tour, the book tells of my own personal thoughts and feelings; my experiences abroad; my discussions with deaf and hearing people about deafness, education, language, theatre and com-

munication. I am trying to convey in it, for each city visited, a feeling for the way of life of the deaf—their education, lifestyles and culture.

The experience of this world tour was of incalculable value to me as an actor, director and teacher. The trip represents a richness of experience and learning that it will take me many years to share fully with my own deaf community in the United States, as well as with the larger community of people, deaf or hearing, around the world.



IN FRANCE—The subject of the meeting at the Congress of the French NAD in Grande Motte, France was the French sign language, and the participants discussed at length the problem of its standardization. In France, there are three signs for "why," four for "problem." These discrepancies, Bernard Bragg pointed out in his concise talk, represent variant forms, not synonyms, so they weaken rather enrich the language.

Dorothy M. Jacobs Memorial Fund Established

The Omega Chapter of the Phi Kappa Zeta Sorority (Northern California) has accepted the sponsorship of the Dorothy M. Jacobs Memorial Fund. The income from this fund will be used for annual awards to a member or a friend of the deaf community in the area covered by the chapter who has given a great amount of his own time in effectively working with the community, with dedication and humility and without recompensation.

This fund was established by the family of Dorothy Morrison Jacobs, of Oakland, California, who died from cancer on March 12, 1978. A friend of the family, Julian Singleton, assumed temporary custodianship of the fund at the family's request until the family was able to reach a decision about the disposition of the fund.

Any friend who may wish to contribute to the fund in Mrs. Jacobs' memory may send the money to the chapter treasurer, Mrs. Beverly Jackson, 773 Brannan Place, Concord, California 94518.

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Signs Of Change In France—FSL Being Emphasized

By CAROL PADDEN and TOM HUMPHRIES

The epic of Thomas Hopkins Gallaudet's friendship with Laurent Clerc, the deaf Frenchman is well-known to many of us. A summary may help to refresh our memory and place our story in a historical perspective.

Year 1815: Gallaudet left America for Europe in search of methods of educating deaf children. After a short, unproductive stay in England, Gallaudet met Sicard, the famed French educator of the deaf at a public demonstration in London. Sicard invited Gallaudet to return with him and two other French deaf teachers, Laurent Clerc and Jean Massieu. In Paris, Gallaudet studied the French method of educating deaf children and took sign lessons from Clerc and Massieu. Gallaudet later persuaded Clerc to return to America with him and thus began a lifelong association with Clerc. Together they would establish the first American school for the deaf in Hartford, Connecticut.

Both Clerc and Massieu were two of several deaf teachers of the deaf at the National Institute for Deaf-Mutes in Paris. Both were highly respected members of a large and surprisingly influential deaf community in Paris. Both were considered masters of French Sign Language and all classes in the Institute were conducted in Sign. In their day, deaf people were not only able to gain an education but also became teachers—thus, directly participating in a vital institution—the education of deaf people.

Add on 45 some years and we move to year 1880, when the climate began to change for French deaf people. In the air was a new, powerful mood which materialized in the form of the Milan Conference of 1880. Educators of the deaf from Europe and America came to Milan, Italy, for a conference designed to promote the oral method for every school for the deaf. The battle cry of the conference was: **Vive La Parole!**, or "Long Live Speech!" And the doors closed on sign language in virtually every school for deaf people in Europe. Sign language was out; schools banned its use and society despised it.

The present: Year 1978—little has changed since 1880. The official policy of almost every school for deaf people in France is to ignore the existence of French Sign Language and to require training in speech and spoken French. Sign is prohibited from use in the classrooms.

There are no fully certified deaf teachers of deaf people in any school in France. The French Ministry of Education has imposed regulations and procedures for becoming a teacher of deaf people that very effectively exclude prodigious deaf people.

There are two, maybe three, sign lan-

guage interpreters in all of France. All are children of deaf parents and they are, more often than not, unpaid for their services.

Upon graduation from school, deaf students enter a trade: shoe repair, plumbing, food service, printing. None has the option to go to college.

The picture could become bleaker except for some encouraging signs of change in France. There is an almost imperceptible shift in mood and this time, maybe, French deaf people will regain the voice and participation in their lives that they once had.

We spent three weeks in France in January 1978 on the invitation of a group of researchers at the Centre D'Etude de Mouvements Sociaux (Center for the Study of Social Movements) and the United States Information Agency. Together with Harry Markowicz, a linguist who has studied American Sign Language, Bill Moody, an actor and sign language interpreter who has worked with deaf theater in America, and Arlene Markowicz, a friend and supporter of our group, we toured five cities in France as part of a cultural exchange program. We visited deaf clubs and schools for deaf people in Paris, Bordeaux, Albi, Marseilles and Chambéry. We gave short lectures; Carol spoke about research on sign language and Tom about higher education in America. We saw many things which affected us deeply. We saw how nearly 100 years of suppression of sign language in France has greatly affected French deaf people. But we also saw some important signs of change that must mean better lives for French deaf people.

Throughout the years, French Sign Language (FSL) has continued to be the primary language of the French deaf community despite its forced exclusion from the schools. FSL, a language that has served well the needs of the French deaf community, is not related to spoken French. It is similar in many ways to ASL because of the historical connections between the two languages. Although ASL and FSL share some similar signs, a large number of ASL signs are different from FSL signs.

Today the good news is that French Sign Language classes have just begun to be organized in all parts of the country. The demand from hearing people for classes in FSL is growing as they begin to recognize the need for this language in all facets of the deaf person's life. Parents, speech therapists, teachers, actors, researchers and other professionals are beginning to join these classes. As a result, there is also a demand for deaf people who are native users of FSL to teach these classes. A workshop is planned soon in Paris for

prospective teachers of FSL. A number of French deaf people who have become involved in the effort to teach sign language classes are finding out new and revealing information about their own language, culture and themselves as they search for ways to explain and demonstrate FSL to hearing people. They are beginning to study the language that has sustained them through their lives despite the many efforts to annihilate it.

In addition to sign language classes, there is growing national attention to FSL. In the last year or two, some television programs have for the first time been interpreted in FSL for deaf viewers. For deaf people accustomed to using sign language covertly, seeing it used openly on national TV was at first a shock.

While we were in France, we saw a news program interpreted into sign language, modeled on the signed news broadcasts in America. This kind of exposure on national television and local programming will lead to a greater awareness that there is a deaf population in France that depends on and needs FSL. It also reflects the French deaf people's efforts to become more involved in the French society as full citizens who need and have a right to the same access to information as all other people.

The number of qualified professional sign language interpreters in France is extremely small. It is often not possible to get the services of an interpreter, and if it were possible there is often no one willing or able to pay for this valuable service. But the need for qualified interpreters is being recognized; there are presently plans for an interpreter training program in Paris.

Another way that FSL is coming out of the closet and into the public eye is through the rise of Sign Theatre. It is in theatre workshops and production that some deaf people are discovering the beauty and poetry of their language. The theater is helping these deaf people express themselves in ways that they never have before. In a very personal way, many young deaf people are beginning to probe their innermost feelings about sign language and themselves as deaf people and express it in an artistic way through sign language. In a very creative way, deaf people are dealing with their anger and frustration and sharing their joy and hopes with others in the theater and their audiences. But most importantly, through development as articulate actors, these deaf people are gaining new self-understanding and a sense of self-worth.

Education of deaf people in France has been almost exclusively oral. Now, almost a hundred years after the abolishment of sign language from all schools,

there are signs of change, however small. In some places, small enclaves of educators and teachers are inquiring about sign language and actually using it openly in the classroom. In almost all of the schools we visited, there were a few teachers who used signs or expressed a desire to do so. At each school we visited, we found many teachers open to information about sign language and how it can be used in the school. But the most hopeful sign of change was with parents of deaf children who are asking important questions about how their deaf children are being educated. Our talks to parents were often the first positive information they had heard about sign language. We noted an interest on the part of some parents who joined sign language classes in order to find out more about how signing is used in the school systems of other countries.

At this time, there are unfortunately very few (perhaps three of four) deaf teachers in the whole of France. And these do not have official status as teachers. To us, coming from America, this was the most blatant kind of discrimination and oppression. There is no lack of potential deaf teachers in France. In fact, we personally talked with many who would easily qualify to be trained as teachers in America and would probably become as competent as many of the hearing teachers we observed. This is becoming an issue in France and several deaf people are fighting the technical obstacles that the French school system has placed in their paths to prevent them from becoming teachers. We were impressed with the persistence and courage of the deaf people who were striving for the right of deaf people to teach deaf people. It often took courage because of the strong hold that oralism has on the schools in France. These deaf people are gaining some support from hearing people and perhaps soon we will see more deaf teachers in a system where they are badly needed.

Just how badly needed was demonstrated to us at every school that we visited. We had the opportunity to talk to students of all ages. Almost without exception, these children and young adults were growing up without deaf adult models. The lack of deaf teachers and other deaf personnel in the schools means that deaf children get very little contact with deaf adults until they are old enough to visit the local *foyer* (club) of the deaf. We often could identify those deaf children we talked to who had deaf parents by their attitudes, their confidence and their ability to communicate freely and openly. They had the benefit of exposure to adult deaf models that were often not provided in the schools or the home.

When we talked to the students, they were extremely fascinated with us as Americans but more so because we were deaf professionals who *signed*. Whatever self-concept these children had, they certainly did not see themselves as growing up to be at ease with signing,

communicating freely and succeeding as a deaf person. Rather, their self-concept seemed more to focus on becoming an imitation of a hearing person. As more deaf adults become involved in the schools, and we saw signs of this, these children will understand that it is valid to be a **deaf** person.

This is already beginning to happen despite the lack of models. Many young deaf people are developing a strong sense of self as deaf and are not satisfied with past answers to questions about deaf people and sign language. Many are discovering that deaf people have a history and a culture and are wondering why this information is withheld from them. As one deaf high school student boldly announced at a recent ceremony to honor Abbe de l'Eppé, the revered educator of French deaf people:

"Throughout his life, Abbe de l'Eppé helped deaf people to prosper . . . Much later, in other parts of the world, countries borrowed from Eppé's methods. Many of the students became teachers. At Saint-Jacques, (deaf school in Paris) there were many well-known deaf teachers. The hearing teachers used signs. But after 1880, signs were forbidden in all schools and the deaf were forbidden from becoming teachers. But now, things are changing. All over the world, the deaf want respect and they want to use signs in the schools. All over the world, the deaf are asking for the chance to become teachers so that they can teach the deaf. In the United States, there are deaf teachers . . . So, today's celebration is in honor of a great deaf teacher, Berthier* who first conceived the idea of a celebration in honor of Eppé . . ."

We spoke to many people in France. Most of the people listened attentively to our descriptions of research in ASL and to our answers to questions about how deaf people in America live. Many

seemed to take seriously our statements about sign language and the value of it in educating deaf people. Sadly, they were willing to listen to us, two deaf people from America, in ways that they were not listening to their own deaf people. Also, sadly, it was easy to dismiss what we said as things possible in America but "impossible" in France.

At no time did we suggest that France adopt the American way. Instead, many times we suggested that they look at what they had in France and take full advantage of their resources. We encouraged them to work *with* the French deaf people who obviously have much to offer and with the language of the French deaf as an important means of communication and education.

Our tour through France with Harry and Arlene Markowicz and Bill Moody was the first part of a cultural exchange program. This summer and fall, two separate groups of French people are coming to America. One group is to include teachers, speech therapists, parents and other deaf and hearing people. We hope that they will have the same opportunity to learn as much as we did about the language and culture of deaf and hearing people.

The story, then, of deaf people in France today is partly ironic. When Gallaudet appealed to Sicard and Clerc to share their methods of using signs in education, little did he know that in 50 years, French Sign Language would be outlawed from deaf schools all over France.

But the story is hopeful, also. There are some new signs of change today that recall a time when deaf people could participate in decisions about their language and their lives.

*Ferdinand Berthier, an outspoken deaf leader was formerly one of Clerc's students at Saint-Jacques. He later became dean of teachers at the school.



Personnel and Guidance presenters—Faculty members from the Gallaudet College Department of Counseling presented guidelines for counseling, career development, psychological testing and educational service planning with deaf students in public schools during their address to the 1978 convention of the American Personnel and Guidance Association in Washington, D.C. Presenters included, left to right: Dr. Robert C. Mehan, Michael Dinninger, Associate Principal, MSSD, Ms. Dianne Brooks, Dr. Frank Zieziula and Dr. William McCrone. For copies of presentations, contact Dr. Robert C. Mehan, Chairperson, Department of Counseling, Gallaudet College, Washington, D.C. 20002.



CROWNED MISS GALLAUDET—Yvonne Olsen, daughter of Mr. and Mrs. Wilfred Olsen of Manitowoc, Wisconsin was crowned Miss Gallaudet College at the fourth biennial Miss Gallaudet College Pageant on April 20 and 21. She graduated from the Wisconsin School for the Deaf in Delavan prior to matriculating to Gallaudet. Ms. Olsen was one of 12 contestants representing various organizations on the college campus vying for the coveted crown. She represented the Phi Kappa Zeta sorority and will represent Gallaudet College in the Miss Deaf America Pageant at the National Association of the Deaf Convention in Rochester, New York, this July. Two years ago, Ms. Olsen, a sophomore, won the Miss Deaf Wisconsin Pageant and competed in the Miss Deaf America Pageant.

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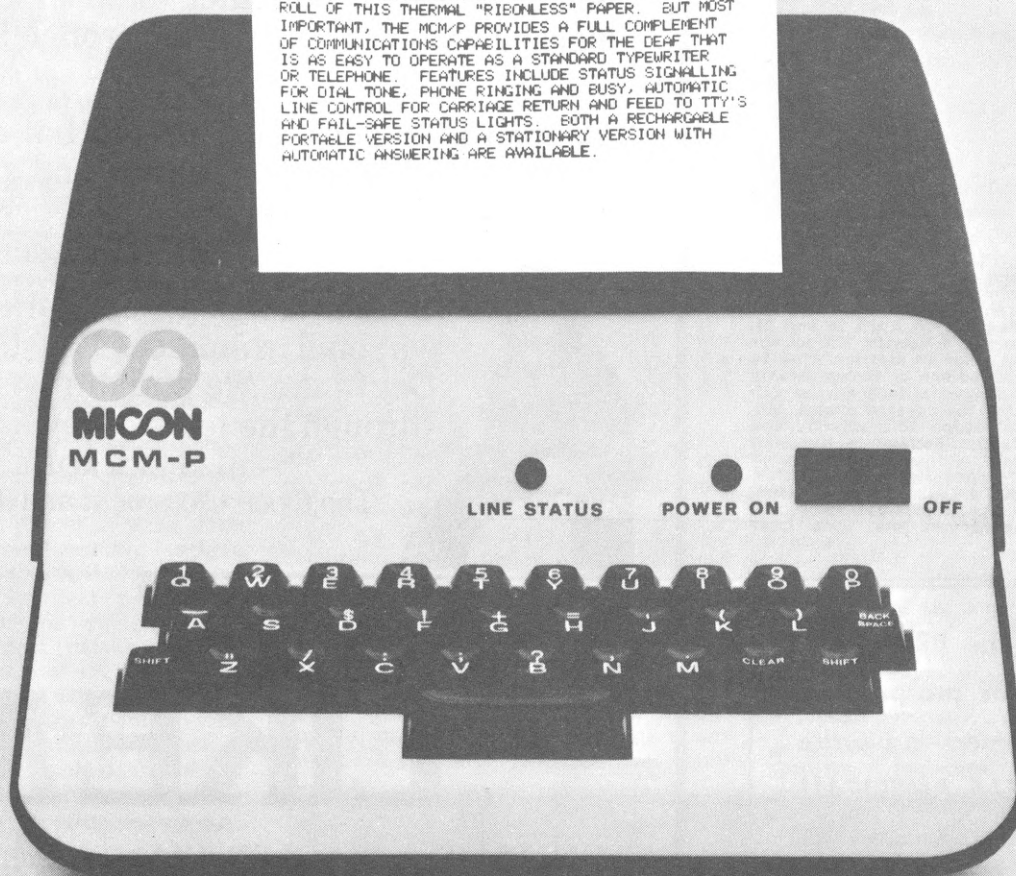
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ASHA Recommends Retail Sales Of Hearing Aids By Audiologists

The Executive Board of the American Speech and Hearing Association (ASHA) has recommended a change in the association's code of ethics that would permit audiologists to engage in the retail sale of hearing aids. The recommendation is a product of a recent Supreme Court case applying antitrust law to scientific and professional societies. An association spokesman questioned whether the Court's ruling represented the best interests of consumers of health-care services.

Under present ASHA code restrictions designed to ensure professional objectivity, association members may not profit from the sale of products associated with their professional practice. Audiologists who wish to dispense hearing aids as part of their services to hearing handicapped individuals must do so at wholesale cost. ASHA is the national professional society of audiologists and speech-language pathologists. Audiologists are doctoral and master's degree-level health professionals who specialize in the identification, evaluation, rehabilitation and prevention of hearing loss.

ASHA's recommended change "should not be interpreted as a change in the Association's conviction that its ethical practice standards regarding the sale of products serve the public's best interest," Kenneth O. Johnson, Ph.D., executive secretary said. "Indeed, we feel strongly that the judiciary's rapidly changing view on the application of antitrust law to the learned professions will ultimately operate to the public's significant disadvantage."

Johnson noted that the great majority of hearing aids in the U.S. are sold by hearing aid dealers. "These people

have little or no training in the health sciences and their overriding motivation is to sell their merchandise," he said. "A product of this system is the fact that a substantial percentage of hearing aid sales by dealers are either inappropriate or downright unnecessary."

Under the ethical practice change recommended by the ASHA Executive Board, audiologists dispensing hearing aids at retail cost would provide consumers a complete schedule of fees and charges in advance of rendering services. Johnson said the schedule would differentiate between fees for professional services and charges for products dispensed. In addition, ASHA members would be exhorted to provide hearing impaired consumers freedom of choice for the source of services and products.

Position Open

East Central University announces an **Interpreter** position available in the Department of Human Resources as of August 1978. A bachelor's degree, state or national certification plus interpreting experience is required. Duties include interpreting in college classes, for tutoring sessions and for various activities on and off campus. Applicants should have good background in deafness and be able to give inservice to college faculty and staff concerning deafness.

Apply to: Chairperson, Department of Human Resources, East Central University, Ada Oklahoma 74820. ECU is an Equal Opportunity/Affirmative Action, Title IX, Section 504 Employer.

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*Includes DEAF AMERICAN subscription

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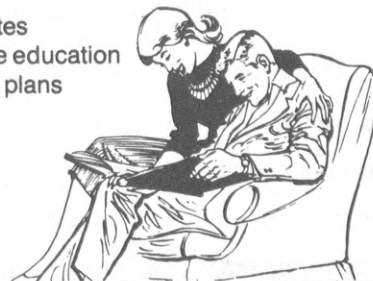
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Submit resume to: Fernando Duran, Assistant Commissioner for Mental Health Services, Department of Mental Health, 190 Portland Street, Boston, MA. 02114.

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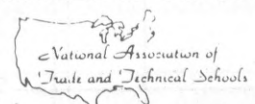
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6. PARENT OR GUARDIAN _____
LAST NAME FIRST MIDDLE
STREET CITY STATE ZIP CODE TELEPHONE
7. NAME AND ADDRESS OF LAST HIGH SCHOOL ATTENDED _____
DATE OF EXPECTED DATE OF GRADUATION _____
NAME OF HIGH SCHOOL COUNSELOR _____
8. CIRCLE HIGHEST GRADE COMPLETED - High School College
9 10 11 12 1 2 3 4
9. DID YOU ATTEND A VOCATIONAL CENTER OR TAKE A HIGH SCHOOL VOCATIONAL EDUCATION
COURSE?
YES _____ NO _____ DON'T KNOW _____
If yes, name of center _____
Name of course (s) _____
10. POST HIGH SCHOOL TRAINING OR EDUCATION:
Name of School _____ Dates _____ Type of Program _____ Hrs, Credits, Months
Etc. _____
11. HOW DO YOU PLAN TO FINANCE ANY EXPENSES INVOLVED IN THIS TRAINING?
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Savings _____ Veterans Benefits _____ Work Study _____
Federal or _____ Other (Please specify) _____ Part-time work _____
other loans _____
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Date of Application _____

THIS APPLICATION IS TO BE COMPLETED IN DETAIL, SIGNED BY THE APPLICANT AND HIS OR HER PARENTS IN THE EVENT APPLICANT IS A MINOR, AND RETURNED TO THE INSTITUTE WITH A \$10.00 NON-REFUNDABLE APPLICATION FEE AND THE ATTACHED TRANSCRIPT RELEASE STATEMENT.

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BY: _____

NATIONAL ASSOCIATION of the DEAF

Mervin D. Garretson, President

Charles C. Estes, Secretary-Treasurer

Frederick C. Schreiber, Executive Director

The NAD Executive Board Role And Responsibilities

When the newly installed Executive Board met for the first time in Houston in 1976, I shared with them some thoughts on our role and function, with particular emphasis on the responsibility of each individual board member. These perceptions had developed over a period of time from exposure to, and participation within, a number of boards including the NAD, the World Federation of the Deaf, the Council of Organizations Serving the Deaf, the National Association of Hearing and Speech Action and a few others.

A board of directors may be viewed as an organized group of representative individuals who help to determine the destiny of the national organization they serve. At this time the NAD Executive Board is composed of 13 individuals: our eight regional representatives, a president, vice president, secretary-treasurer, president-elect and immediate past president. Participating as non-voting members would be the executive director and the two assistant executive directors. I believe this number to be an optimal size for adequate and effective communication and decision-making.

At our initial meeting in Houston we identified five primary clusters of responsibility for the Executive Board.

1. Establish new policies and modify as necessary existing policies within the National Association of the Deaf. Responsibility for implementation lies with the employees in the national office under the leadership and direction of the executive director. Since the board members are not full-time employees of the organization we are in no position to do the actual work of carrying out mandates or policy implementation.

2. Assist with long-range planning and identification of goals and short-term objectives for the NAD. The collective thinking, experience and expertise of the board should provide guidance for the national office, and also some measure of monitoring activities.

3. Trusteeship and belief in the aims and goals of the national consumer organization. Members should not agree to serve on a board of directors of any organization if they are not fully committed to the basic philosophy of the association and are not prepared to provide their full, wholehearted support. A productive board member has positive feelings about the NAD, both from the viewpoint of the deaf community and from the internal viewpoint of the organization itself.

4. Teamwork is an essential responsibility. The Executive Board functions as a group and makes decisions as a group, not as separate individual members. It is because of this group concept that boards of directors of non-profit organizations are immune from individual civil liability. This means that a board member must support in public the decisions of the majority even if his/her vote was negative for a particular decision.

5. Provision of public education and a positive public image. Board responsibility includes improving and extending the image of the NAD in the public eye, both deaf and hearing. This means constant communication based on a clear understanding of our consumer organization and what it is trying to do. Board members need to practice what they preach—that is, they should be active members of their own state associations and involved in the community. Just talking about it is not enough.

President's Message

—Mervin D. Garretson



We need constantly to ask ourselves: What is the NAD? What does it stand for? How is it trying to achieve its goals? What makes it a distinctive organization? Board members need to keep informed on all issues related to deafness and to the federated state associations which compose the NAD. We need to follow through on negative feedback about the organization and to encourage open and frank discussions which may lead to resolution of problems and clarification of issues. Unanswered questions are dangerous to the well-being of any organization, so we need to invite criticism and to be responsive to complaints that are justified, as well as to clear up misunderstandings and misconceptions based on wrong information.

What are the needs, or characteristics, of a good board member? Each board member must be willing to arrange his work and social schedule to allow for necessary time to function effectively. A board member must be active, have interest, weight and influence among his constituency, maintain a forward-looking outlook, possess determination, good judgment, diplomacy, ability to perceive and analyze issues and organizational loyalty.

In addition to the basic role of policy-making, a board of directors should be knowledgeable and interested in the operational aspects of the national program. A board member is concerned about our office employees, facilities, equipment, finances, quality performance from the staff, good management practices, sound personnel policies, an effective public relations program and an effective marketing program.

Our basic thrust on behalf of deaf persons is one of advocacy for the rights and privileges of deaf and hard of hearing people everywhere. By extension, NAD advocacy includes the advancement and well-being of parents, professionals and others in this and allied fields who are working with us to achieve our goals for self-realization. Such stewardship should permeate local, state and national levels, and involve liaison on the international scene. Members of the board are constantly working with the executive director to develop power and muscle so that the NAD will be able to serve deaf people effectively. Power means caring for deaf children, youth and adults—today and tomorrow. Power means having an understanding of the deaf community and its needs; crusading against social, educational and economic injustice or discrimination. Power means mobilizing for action toward objectives that will result in a better and happier world for all Americans with hearing loss.

In sum, it is my belief that a functioning Executive Board assures us of an effective and powerful national consumer organization poised to render a totality of services on behalf of the deaf community and its associates.

DEAF AMERICAN Transactions

DEAF AMERICAN subscription orders and changes of addresses should be sent to: National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910. Advertising and manuscripts should be sent to: Editor, THE DEAF AMERICAN, 5125 Radnor Road, Indianapolis, Indiana 46226.

HOME OFFICE NOTES

By Frederick C. Schreiber



As reported in the April issue of *THE DEAF AMERICAN*, reports of the retirement of the Executive Director were somewhat premature. Despite the toll taken by our recent illness, I am back on the job and intend to stay there so long as my health and the NAD membership will permit. But I would like to take this opportunity to thank all of the people who sent cards, flowers, fruit and what-not while I was hospitalized. I regret not being able to write to everyone individually but do wish to note that the encouragement from your good wishes not only served to speed my recovery but also provided comfort and encouragement for the members of my family who had become somewhat tired of visiting me in the hospital. Truthfully, knowing that there were so many people rooting for me was a big help and one which contributed measurably toward recuperation. So thank you all again and again for your good wishes.

The Home Office is gradually getting back into shape. The Executive Director was not the only one out these past few months, but one by one our staff people are coming back and we are sure that by June we will have the full staff on hand once more. In the meantime, those of us who were left to carry the load functioned admirably. Preparations for the Rochester Convention have kept pace with the time and we are confident that the Rochester meeting will be one of the best that we have had in a long time. Not only are the local people doing a great job, but they are getting superlative support from Dr. Bill Castle and the National Technical Institute for the Deaf. Here in the Home Office, we have been working carefully to develop a highly graphic demonstration of the workings of the Mutual Alliance Plan. As we have stated before, the Mutual Alliance Plan represents a major step forward, comparable to the actions taken in Dallas in 1960, that resulted in the NAD as we know it today. Mary Ann Locke has been working for weeks now designing transparencies that will show, as clearly as we are able to make it, just how the plan will work and the relationship of one organization to another.

AT THE SAME TIME preparations continue for the workshops and the short courses. There will be a large variety of programs available and taken together with the Mutual Alliance Plan, the Centennial Convention report will present a wide range of choices that you will regret if you miss it. The local committee reported early in May that more than half of the available rooms at the Rochester Americana have been reserved, so if you have not already done so, you might want to make your reservation now before you find there are no more rooms available in the headquarters hotel. We do and will have rooms at the Holiday Inn just across the street, but the Americana is where the action will be and if you want to be in the middle of things you had better hurry.

ON THE WASHINGTON SCENE we are gratified that the NAD is being more and more involved in providing input to government agencies with respect to the needs of the hearing impaired. In the past few weeks we have been participating in meetings such as the Public Forum of the National Institute of Neurology, Communicative Disorders and Stroke. Dr. Richard Thompson of Boston represented us at that meeting. Harry Whiting took part in a meeting designed to set up seminars on the use of Section 504. We expect that many deaf people will be involved in these seminars, which will take place all over the country in the next few months. The Executive Director has been involved in providing input to the commissioner of RSA on its MITS (Major Intensive Tracking System) program. While less than per-

fect, the MITS proposal offers fresh indication that the Rehabilitation Services Administration has taken a greater interest and commitment to serving the deaf population—probably the greatest since the days of Mary Switzer and her immediate successor, John Twinn. We are truly pleased and heartened that the new commissioner of RSA, Robert Humphreys, is taking such a strong position in support of the deaf community.

IN OTHER AREAS we have made some progress in improving services to our members. One of these is in the area of supplemental health benefits. In the May issue appeared an advertisement regarding the benefits. This ad will be followed shortly with a direct mail contact to our members and included in the program is an increased benefit offering. The new offering is in response to expressed need of many of our members who have indicated they had no insurance at all. Again, we wish to stress that the NAD supplemental insurance program is not designed to replace regular hospital insurance. It is a supplemental program and, properly used, can help to cover those expenses not covered by the regular hospitalization program. The new plan also offers convalescent insurance which is designed to provide additional income for the time a member is not in the hospital but still unable to work. So, we feel that we can be of assistance in this way. Kirk-Van Orsdel will have a booth at the convention in Rochester and interested members can sign up there if they do not use the application blank that they will get in the direct mail.

WE ARE ALSO SEEKING MORE WAYS to expand our income. At the present time, the Home Office is evaluating, under actual usage, the effectiveness and durability of the New Porta-Tel TDD. Designed to sell the \$295 with a three-year warranty, the NAD will, when assured of its reliability, offer them to the members via direct mail. As this is being written, we have no word from Texas Instruments as to the status of the decoders. We share with our members the impatience to know when the decoders will be on the market and the actual cost, but there is no way at present in which we can pry the information out of Texas Instruments or, for that matter, out of PBS or Media Services and Captioned Films. But we shall continue to try and promise that as soon as we get anything definite you will hear about it. Other efforts include an expanded merchandising effort. We will be adding T-shirts, sweat shirts, charms, toys and the like to our offerings as we move ahead to find new sources of funding for our operations. We are pleased to announce, however, that for the period of 1976-78 our income has exceeded \$2 million.

IN NOTING THAT THE INCOME HAS INCREASED, we wish also to note that no one should take this to mean that the NAD does not need money and that our fund-raising efforts have ceased. It seems appropriate at this time to suggest again that our members might benefit from the NAD's loan program in which the NAD wishes to borrow money from its members to pay off its first trust. Originally, the first trust on Halex House was \$420,000. Today this stands at \$386,000 and the second trust has been paid for, while about half of the money originally loaned to the NAD by individuals and organizations has been reclaimed. The NAD offers 7% interest on the money loaned to it by individuals on one-year notes of \$1,000 or more. Interest is paid semiannually and the notes are automatically renewable each year for as long as the lender wishes to keep his or her money invested in the future of the deaf community. Organizations can receive 6 1/2% on demand notes. Should individuals need money before the year is up, there is no penalty except a lowering of the interest rate from 7 to 6 1/2%. To participate in this program, all one needs to do is send money to the Executive Director with a check marked "loan to Halex House." Money thus received will be used exclusively to pay off the first trust, which is at 8 1/4%, thus effecting a savings for the lender and for the NAD.

In the meantime, our other operations are moving well. We have been advised that the Massachusetts program at the Frederick C. Schreiber Center has been approved for an ad-

ditional year's funding by the Massachusetts Rehabilitation Commission. While the CETA program in Halex House is also doing well—so well that plans are now being made for a continuation of that effort in 1979. In addition, the CETA program is making a determined effort to develop a direct mail business unrelated to its training program, which will also provide a source of employment for those clients currently being trained in this field. So far, under the direction of Bill Ethridge, the CETA placement rate has been ahead of its commitment, and we have every reason to believe we will meet or exceed our targets in this area.

NEW STAFF MEMBERS include Sandy Trybus and Jean Kreh. Cindi Lamb has left to try the joys of motherhood and we wish her well. The Home Office has shifted to a computerized payroll system and in so doing has discovered that altogether there are more than 50 "full-time employees" on our payroll. Of course, these include the CETA trainees and such staff members as the people in Indianapolis who work on THE DEAF AMERICAN magazine and those at the FCS Center in Boston. Still, 50 people is a lot of manpower no matter how you slice it.

THE PUBLICATIONS DIVISION ALSO CONTINUES TO EXPAND. We have taken to discounting the John Joyce materials in keeping with our policy of providing materials to our members at the lowest possible cost. Accordingly, we are offering a 15% discount on all John Joyce materials. We are also offering copies of "Deaf Like Me," at \$7.95 instead of the list price of \$8.95 because we feel it is a book that every parent, every teacher of the deaf child ought to read. NAD members, of course, can still take advantage of this as well as membership benefits, which include 20% off on anything the NAD itself publishes.

TRAVELING: The Executive Director is not given much to being a stay-at-home, and despite the recent hospitalization, the month of May proved to be no exception. An initial effort was the NIH Forum at Dulles which does not rightly come under the heading of travel. But that was followed by a meeting of the NAD Mental Health Committee under the chairmanship of Dr. John Scanlon in St. Paul, May 17-19; and following that, a meeting of the National Advisory Committee of Larry Stewart's Hearing Impaired Developmental Disabilities Project in Tucson, which was a pretty good beginning for someone just out of the hospital and, according to all reports, just a few feet from death's door at the time. The next stop, however, will be the NAD Convention in Rochester, and it is my sincere hope that I will see YOU there.

As you can see from the foregoing, these notes were intended for the May issue of THE DEAF AMERICAN. How-

ever, Gremlins—(are you old enough to remember that term?) got into the business and our Notes never arrived at the office of Editor Jess Smith. So we are adding on . . .

LATEST INFORMATION ON THE DECODERS indicates that considerable progress has been made. We are advised that Texas Instruments will NOT produce the decoders but a company more oriented to the needs of this kind of manufacturing will do so. We are also advised that there is a good possibility that at least one major commercial television network may agree to provide captioning for most if not all of its programs so that this would be a major breakthrough as far as deaf people are concerned. Not so long ago we sent out individual letters to all of our members regarding the proposed bills on a new Rehabilitation Act of 1978. We urged our members to write to Congress and indicate their support for the bill and we hope that this has been done and will continue to be done. Also that people will write to AT&T and to their local television stations expressing their appreciation and support for the "Sing a Sign" program that was shown a couple of weeks ago. Granted that it costs 15 cents to send a letter—30 cents if you will also send us a copy—if we are to generate support for more programs about the deaf on television, we have to show that we watch those programs and that we appreciate having them.

We continue to go to meetings. The Executive Director was the recipient of the Middle Atlantic Region of the National Rehabilitation Association's Administrator's Award on May 16 which of course is a source of much pride, especially since so many people wonder what kind of circus we are running here at times.

We are also planning to take in the Alexander Graham Bell Association for the Deaf's convention in St. Louis the latter part of June, and probably Quota International in July. The Executive Director is one of the judges who will assist in selecting Quota's Deaf Woman of the Year, and we are again proud that we have been asked and very appreciative that Quota International continues its active support of "Shatter Silence."

This also seems a good time to announce that the banquet speaker for the NAD Convention will be Robert Humphreys, the commissioner of the Rehabilitation Services Administration. Commissioner Humphreys, as far as this writer knows, will be the first commissioner to do this although his predecessor, Andy Adams, did stop in at our convention in Houston. Adams was there only briefly so we are highly pleased that the commissioner will attend. We are even more pleased in view of his commitment to focus more attention on the needs of deaf people everywhere.

NATIONAL ASSOCIATION OF THE DEAF New Members

Frederick Waid Orr	Maryland
Bessmarie Young	Maryland
Mrs. Candice M. Dalbey	Tennessee
Vera Grisell Maizels	Maryland
David A. Pemleton	Kentucky
Rev. Donna A. Kingman	Minnesota
Esther Legg	Iowa
Mrs. Vincent A. Holmes	Georgia
Joe M. Robinson	Tennessee
Debra R. Mitchell	New York
Mr. and Mrs. William H. Hall	Alabama
Mr. and Mrs. James A. Alsip	Virginia
Janet Acevedo	New York
Cathy Cogen	Massachusetts
Deborah I. Drummond	North Carolina
Ramon Gonzales	Texas
Laurel Jean Raci-Myers	Illinois
M. Christine Blatti	New York
Leonard M. Ernest	North Carolina
Laine Friedman	Tennessee
W. Kelly	New Jersey
Fran Blais	Minnesota
Margaret C. Bellamy	Minnesota

Walter C. Brandon	California
Marjorie L. Hyatt	New York
Jeanne Farley	Maryland
Anne B. Baker	Wyoming
Jo Anne Frederici	Missouri
Marie Griffin	Tennessee
Amy L. Cornwell	Indiana
Linda R. Hayward	New Jersey
Joan Blumfeld	Connecticut
Mr. and Mrs. Robert James	W. Virginia
Mrs. Edward Fogel	Pennsylvania
Sindi Petti	New York
Ruth Elwell	Connecticut
Irma Kleeb Young	Tennessee
Mrs. Susan M. Scibner	Virginia
Mr. and Mrs. John Imhof	California
S. A. McEnaney	Massachusetts
David and Lilly Bloch	New York
Eric P. Shettle	Massachusetts
Lillian Paiva	Hawaii
Ronald S. Box	Oklahoma
Terry Breckner	California
Kathy Ridley	North Carolina

New Affiliated Members

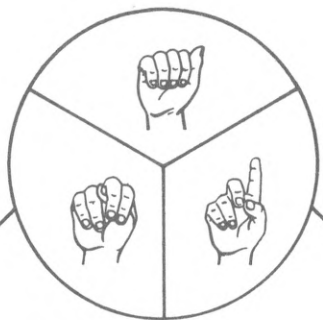
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Contributions to Halex House

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Norma F. Czernicki	
(in memory of Dorothy Caswell)	10.00
Norm F. Czernicki	
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Mr. and Mrs. Marion Zebrowski	5.00
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Josefa Casas	5.00
Mrs. Edith Allerup Kleberg	
(in memory of Mrs. Finley)	5.00
Mrs. Edith Allerup Kleberg	
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Mr. and Mrs. Marcellus Kleberg	
(in memory of Charles Roger Allen,	
father of Ruby Kelberg)	10.00
Vilas M. Johnson, Jr.	35.00
Mrs. Thelma Kilpatric	
(in memory of Charles Kilpatric)	10.00
Charles E. Core	
(in memory of William Bossier)	50.00
Edward C. Carr	
(in memory of his beloved wife,	
Kitty Coffy Carr)	100.00
Mr. and Mrs. Fred P. Armstrong	
(in memory of Mrs. Ruth E. Steele)	10.00
St. Mary's Bible Class for the deaf	
(in memory of Miss Velma	
McDonald)	15.00
Student Council of Mt. Anthony Jr.	
High School, (in memory	
of Mrs. Margaret La Pierre)	25.00

Contribution To
The National Association Of The Deaf

Leonard J. Rosenfeld	5.00
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COMMUNICATIVE SKILLS PROGRAM

Terrence J. O'Rourke, Director

Edward C. Carney, Assistant Director

Angela K. Thames, Adm. Assistant

SIGN Training Team Travels To Charlotte

An entire weekend, May 12-14, was devoted to training sign language teachers at Central Piedmont Community College, Charlotte, North Carolina. Jane Wilk opened the training session Friday evening with a rousing and stimulating session designed to instruct teachers in techniques for training the eyes and body. After a few more hours Saturday morning with Jane, the participants moved to a large lecture room and heard T. J. O'Rourke, Carol Padden and Larry Berke talk on topics of relevance to sign language teachers. Topics covered

were Psychology of the Adult Learner, Theories and Techniques of Second Language Learning, Varieties of Manual Communication, Methods and Materials, Evaluative Procedures, and Curriculum Factors and Lesson Planning.

Approximately 65 sign language instructors from all parts of North Carolina, and from neighboring states as well, were in attendance. The training session was sponsored jointly by Central Piedmont Community College, East Carolina University and the North Carolina Council for the Hearing Impaired.

NITC Workshop: "Reaching the Deaf Audience"

A group of professionals: Nancy Kramer, NITC coordinator at the University of Tennessee; Bob Seremeth, supervising teacher, Sign Language Programs, Gallaudet College; Irma Young, director of the Interpreter Degree Program at Maryville College, Tennessee; and Carol Padden of the CSP got together and developed a workshop for interpreters. Rather than a typical training workshop, this workshop focused on developing in interpreters the specific skills needed to interpret for deaf individuals who use different languages or communicative systems.

Seremeth and Padden pointed out that there are many deaf individuals who are skilled ASL signers, yet are erroneously labeled "low-verbal." Padden explained that "verbal" means "language," and if a deaf individual is a native or fluent user of ASL, then that person cannot be termed "low-language." There are however, as Seremeth explained, some deaf people who, for one reason or another, have been isolated from other deaf and hearing people, thus, never having an opportunity to learn ASL or English. These people may not use "language" in our sense of the word but

rather use a more personal communicative system.

Seremeth discussed several techniques interpreters can use to begin communicating with individuals who do not know either ASL or English.

The first of two workshops was given at the University of Tennessee on March 10-11. The second workshop was presented at Central Piedmont Community College at Charlotte, North Carolina, on May 19-20.

Padden Signs Off

After a brief but active stay at CSP, Carol Padden, the present Assistant Director will be leaving us July 31 for San Diego. She will begin her graduate studies in linguistics with the support of a university fellowship from the University of California, San Diego. The focus of her work there will be primarily the study of human languages, including American Sign Language.

Carol's energetic participation in all aspects of the CSP has made a valuable impact on the program. CSP staff has much enjoyed working with her and benefitting from her expertise as well as the pleasure of her company!

SIGN Board Meets

The interim board of SIGN and chairperson of the Bylaws Committee met with representatives of the NAD at Halex House on Saturday, June 17, for the purpose of discussing the proposed SIGN bylaws so that they could be presented to the NAD Law Committee for action during the Rochester convention. Additional agenda items included a discussion of the relationship of the SIGN Committee on certification to the membership and to the NAD, a report on the financial status of SIGN, a discussion of standards and criteria for certification and planning the agenda for a meeting of members in Rochester.

SIGN officers are: Marvin Sallop, president; Marie Jean Philip, vice president; Janice Cagan, secretary. Board members are: Ann Guidry and Dwight Pittman. Representing the NAD at the meeting were Mervin D. Garretson, Frederick C. Schreiber, Terrence J. O'Rourke and Carol Padden. Also in attendance was Dennis Cokely, chairperson of the SIGN Evaluation team.

SIGN Credentials Committee Meets

The SIGN Credentials Committee met on May 25 to review 43 applications for the certification evaluations which will be given during the NAD convention in Rochester, July 2-7. Three of the total number were re-evaluations for upgrading. Of the remaining number (40), 30 were adjudged eligible for permanent certification and 15 for provisional certification upon successful completion of the evaluation examination and interview.

Members of the Credentials Committee are Dennis Cokely, Tim Medina, Wil Stewart, Jane Wilk and Carol Padden.

O'Rourke Elected

During the fourth annual Delegate Council Assembly of the American Coalition of Citizens with Disabilities held at the Sheraton National hotel in Alexandria, Virginia, April 29-May 2, Terrence J. O'Rourke, Director of the NAD Communicative Skills Program, was elected to a two-year term as president of the Coalition. Mr. O'Rourke, who has served successively as a member of the board, first vice president and acting president since being elected to the Coalition board of directors in 1976, has stated that his major goals will be to promote the development of strong state coalitions of disabled people and organizations of the disabled, to monitor enforcement of Section 501, 502, 503 and 504 regulations and to develop a non-public base of funding for the Coalition.

Other officers and board members elected by the Delegate Council Assembly:

Phyllis Rubenfeld, first vice president, New York, New York; Judy Heumann, second vice president, Berkeley, California; Reese Robrahn, secretary, Washington, D.C.; John Lancaster, treasurer,

Washington, D.C.; Buffy Fetter, Mesquite, Texas; Ann Ford, Chicago, Illinois; Janiece Petersen, Washington, D.C.; Julius A. Shaw, Brooklyn, New York; Max Starkloff, St. Louis, Missouri; Vivienne Thomson, Boston, Massachusetts; Joseph Veisz, St. Petersburg, Florida; Andrew Woods, Washington, D.C.; Deborah Kaplan, Washington, D.C.

NSSLRT Planning Committee To Meet

The Planning Committee for the second annual National Symposium on Sign Language Research and Training will meet at Halex House on June 28, to review abstracts for selected papers which will be presented at the Symposium in San Diego (Coronado), California, October 15-19. Additionally selection of interpreters and session chairpersons will take place along with other planning details.

Members of the Planning Committee: Angela K. Thames, Communicative Skills Program, National Association of the Deaf

Terrence J. O'Rourke, Communicative Skills Program, National Association of the Deaf

Deafness Research & Training Center Invites CSP Team For Review

A team of three, T. J. O'Rourke, Carol Padden and Charlotte Baker of the Linguistics Research Lab, Gallaudet College, visited with members of New York University Deafness Research and Training Center's Manual Communication and Interpreter Training Programs on May 18-19.

The CSP team met with DRTC staff to help develop guidelines for future manual communication courses as well as to assist reviewing NYU's interpreter training program.

Dr. Ursula Bellugi, The Laboratory for Language Studies, The Salk Institute
William M. Kemp, Sign Language Programs, Gallaudet College

Dr. Harry J. Murphy, Center on Deafness, California State University-Northridge

Dr. Lawrence Fleischer, Department of Special Education, California State University-Northridge

Carol A. Padden, Linguistics Research Laboratory, Gallaudet College

Dr. Frank Caccamise, Manual/Simultaneous Communication Department, National Technical Institute for the Deaf

Dr. Doin Hicks, Pre-College Programs, Gallaudet College

Padden Gives Workshop On ASL at TVI

The Technical Vocational Institute in St. Paul, Minnesota, was the site of an all-day workshop on American Sign Language on Saturday, April 8. Titled "A Look at ASL from the Inside," the workshop covered various aspects of this language from the most basic level on up to the sentence grammar of ASL.

The 100-plus attendees included interpreters, deaf persons from the community, sign language teachers and students. All actively participated, classroom-style, in discovering some essential characteristics of this visually-based language.

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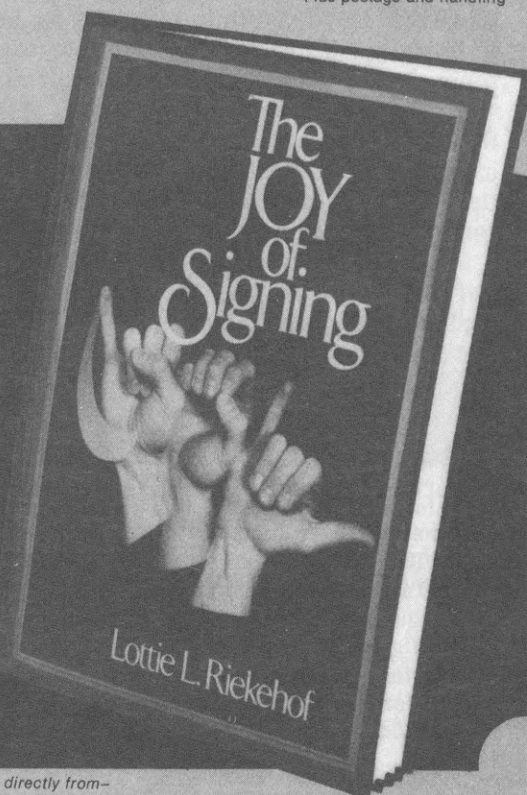
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The Deaf American

Schools for the deaf, colleges and club athletic schedules and results are needed for THE DEAF AMERICAN's "Hotline Sports" section. Send such material to Mr. Charley Whisman, DA Hotline Sports Editor, 4316 North Carrollton Avenue, Indianapolis, Indiana 46205.

HOTLINE SPORTS

Great Lakes Deaf Bowling Association 42nd Annual Bowling Tournament Expo Bowl, Indianapolis, Indiana, April 29-30, 1978

Five-Man Event (Actual Pinfall)

1. RRCD #1, Rochester, New York	2745
2. Rockford IAD, Rockford, Illinois	2743
3. CCD #4, Chicago, Illinois	2731
4. Silent Industrial Corp., Rochester, New York	2721
5. Greater Indianapolis Deaf Club #1, Indianapolis, Indiana	2689

Five-Man Event (Handicap)

1. All Stars, Chicago, Illinois	3039
2. RRCD #1, Rochester, New York	3009
3. Southtown C.D. #3, Chicago, Illinois	2985
4. Chicago Club of the Deaf #5, Chicago, Illinois	2982
5. Young America Realty, Bloomington, Illinois	2969

Doubles Event (Actual Pinfall)

1. A. Latella and R. Koeb, Louisville, Kentucky	1180
2. E. Cupps and L. Clevenger, Beaver Falls, Pennsylvania	1178
3. R. Shipley and R. Henry, Indianapolis, Indiana	1169
4. D. Croll and J. Parisi, Detroit, Michigan	1164
5. B. Pokorny and M. Mancuso, Cleveland, Ohio	1161

Doubles Event (Handicap)

1. E. Cupps and I. Clevenger, Beaver Falls, Pennsylvania	1298
2. A. Columbo and J. Klenke, Columbus, Ohio	(tie) 1275
J. Firgueroa and B. Berrios, Grand Rapids, Michigan	(tie) 1275
4. E. FaFara and C. Lyons, Chicago, Illinois	1262
5. J. C. Holberg and J. Downie, Chicago, Illinois	1257

Individual Handicap (Actual Pinfall)

1. H. Storm, Chicago, Illinois	675
2. R. Sturm, Columbus, Ohio	670
3. J. Tyler, Flint, Michigan	645
4. G. Buckingham, Louisville, Kentucky	638

5. D. Martin, Detroit, Michigan	635
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Individual Event (Handicap)

1. H. Storm, Chicago, Illinois	706
2. J. Tyler, Flint, Michigan	699
3. F. McNally, Flint, Michigan	683
4. R. Sturm, Columbus, Ohio	681
5. A. Brooks, Indianapolis, Indiana	(tie) 680

D. Martin, Detroit, Michigan	(tie) 680
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All Events (Actual Pinfall for 9 Games)

1. G. Buckingham, Louisville, Kentucky	1930
2. R. Henry, Indianapolis, Indiana	1817
3. R. Sturm, Columbus, Ohio	1815
4. H. Storm, Chicago, Illinois	1775
5. J. Tyler, Flint, Michigan	1753

All Events (Handicap)

1. C. Columbro, Columbus, Ohio	1959
2. N. Wolansky, Cleveland, Ohio	1953
3. S. Juhas, Chicago, Illinois	1941
4. G. Buckingham, Louisville, Kentucky	1930
5. J. Tyler, Flint, Michigan	1915

Five Women Event (Handicap)

1. Bloomington-Normal Deaf Club, Bloomington, Illinois	2752
2. New '78ers, Chicago, Illinois	2730
3. Indians, Akron, Ohio	2675
4. Louisville Deaf Club, Louisville, Kentucky	2661
5. Virginia Gals, Alexandria, Virginia	2652

Doubles Event (Handicap)

1. V. Walsh and F. Conner, Chicago, Illinois	1224
2. G. Core and L. McGann, Alexandria, Virginia	1149
3. L. Wurdemann and E. Herzig, Washington, D.C.	1142
4. R. Jacobs and H. Beinecke, Akron, Ohio	1141
5. J. Grumm and R. Bonaci, Muskegon, Michigan	1131

Five-Woman Event (Actual Pinfall)

1. New '78ers, Chicago, Illinois	2397
2. Zodiacs, Akron, Ohio	2354
3. Bloomington-Normal Deaf Club, Bloomington, Illinois	2353
4. Virginia Gals, Alexandria, Virginia	2346
5. Louisville Deaf Club, Louisville, Kentucky	2343

Two-Woman Event (Actual Pinfall)

1. F. Walsh and A. Conner, Chicago, Illinois	(tie) 1080
G. Core and L. McGann, Alexandria, Virginia	(tie) 1080
3. L. Wurdemann and E. Herzig, Washington, D.C.	1028
4. L. Jacobs and H. Beinecke, Akron, Ohio	1024
5. F. Williams and V. Napier, Cincinnati, Ohio	992

Individual Event (Actual Pinfall)

1. L. Stremmel, Toledo, Ohio	568
2. S. Dilks, St. Louis, Missouri	561
3. J. Krochta, Gary, Indiana	544
4. G. Core, Alexandria, Virginia	(tie) 543
5. C. Barrus, St. Louis, Missouri	(tie) 543

All Events (Actual Pinfall for 9 Games)

1. G. Core, Alexandria, Virginia	1587
2. V. Walsh, Chicago, Illinois	1526
3. J. Krochta, Gary, Indiana	(tie) 1523
S. Dilks, St. Louis, Missouri	(tie) 1523
5. H. Beinecke, Akron, Ohio	1520

Future GLDBA and ADWBA hosts:

1979—Rochester, New York
1980—Chicago, Illinois
1981—Detroit, Michigan
1982—Milwaukee, Wisconsin
1983—Buffalo, New York

1978 Bowling Schedule

July 3-8—Annual World's Deaf Bowling Tournament, Los Angeles, California
July 3-8—Annual National Deaf Women's Bowling Tournament, Los Angeles, California
August 26—Bowling Classic, Oklahoma City, Oklahoma
October 7—Bowling Classic, Hammond, Indiana
October 14—Bowling Classic, Indianapolis, Indiana
October 28—Bowling Classic, Cincinnati, Ohio
November 11—Bowling Classic, Dayton, Ohio

American Deaf Women's Bowling Association 31st Annual Bowling Tournament Meadows Bowl, Indianapolis, Indiana, April 29-30, 1978

Individual Event (Handicap)

1. B. Davis, Chicago, Illinois	619
2. M. Mocer, Mt. Clemons, Michigan	617
3. L. Stremmel, Toledo, Ohio	616
4. J. Plesher, Bloomington, Illinois	606
5. B. Jensen, Chicago, Illinois	596

All Events (Handicap)

1. B. Davis, Chicago, Illinois	1753
2. V. Walsh, Chicago, Illinois	1733
3. H. Beinecke, Akron, Ohio	1727
4. J. Fazl, Cleveland, Ohio	1708
5. J. Grumm, Muskegon, Michigan	1681

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South Carolina Surprises In Mason-Dixon Play

Model Repeats As Eastern Champion And Posts Sparkling 19-2 Record; Caroline Newsome Wins Top Accolade Among Girls; Jack Voss Is Coach Of Year

By ART KRUGER, Sports Editor

1500 North Coalter Street, B-6, Staunton, Virginia 24401

Webster defines courage as "the attitude or response of facing and dealing with anything recognized as difficult instead of withdrawing from it; quality of being fearless or brave; valor; pluck; purpose and spirit."

These attributes were positively exemplified in the \$2.5 million Voss Center Gymnasium on the campus of South Carolina School for the Deaf and the Blind at Cedar Springs when the girls' basketball team won the championship award in the first Mason-Dixon deaf prep tournament for girls in the school's history, following a long period of defeats.

The South Carolina girls snapped a 58-game losing streak with a convincing 63-22 victory over favored Kentucky in the opening game of this inaugural Mason-Dixon meet.

The game marked the first victory by the SCSD lady Green Hornets since a 38-34 overtime victory over Hickory Grove High School on January 30, 1975.

The SCSD lassies tasted win and found they liked it so well that they bumped off favorite Georgia, 44-41, to advance into the finals.

Then the Hornets rallied from a 10-point halftime deficit to defeat top-seeded Florida, 60-52, to win the championship.

Karen Reid, who earned MVP honors, Hilda Jenkins and Sherri Moone rallied SCSD from its halftime deficit. Jenkins finished with 21 points, Reid 15 and Moone 14. Renee Fields, who competed for the United States in the field events



FIRST GIRLS MASON-DIXON CHAMPIONS—South Carolina School for the Deaf surprised everybody by defeating three favored teams to win the first M-D basketball tournament for girls championship. Here the Lady Green Hornets, left to right, proudly display the awards which they deserve: **SEATED**—Karen Reid (All-American), and Thelma Dillard. **KNEELING**—Coach Camilla Ramborger, Angela Crapps, Hilda Jenkins and Jan Smoot. **STANDING**—Della Stephens, Sherri Moone, Brigitte Kelly, Ken Flanagan (statistician), Theresa Dewalt, Mary Reid (manager) and Teresa Dillard (manager).

at the Bucharest Games last year, topped Florida with 22 points.

Mississippi edged Georgia, 46-44, for third place, and Anita Lockhart 5-9 of the winner, playing on a bad ankle, took tournament scoring honors with 90 points in three games. North Carolina topped Louisiana for fifth place with a 54-32 win. Louisiana had eliminated Kentucky, 40-20, earlier.

Mississippi, Georgia and Florida also posted opening victories. Mississippi stopped North Carolina, 57-44, behind 31-point effort of Anita Lockhart. Georgia rolled to a 60-26 triumph over Louisiana. Florida, bye, in the opening round, sent Mississippi to the loser's bracket with a 51-44 triumph. Renee Fields led the lady Dragons with 26 points and Lockhart as usual topped the Mississippi Bulldogs with 25.

Reid, Fields and Lockhart were really the outstanding cagers of the first M-D play. Reid garnered a total of 65 points in three games, an average of 21.7 per game. Fields had a 24.0 point per game average. Lockhart netted 31, 25 and 34 points in the tournament, a 30-point per game average. Of these three sharpshooters, Reid dominated the first M-D meet with her outstanding rebounding skills and demonstrated outstanding leadership in leading SCSD to the

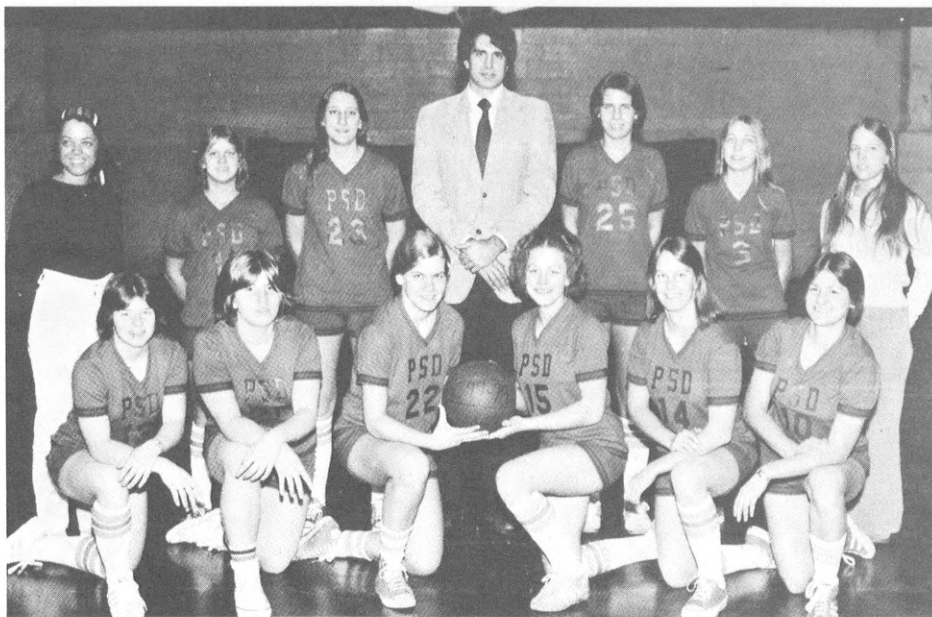
championship. Lockhart was the most talented and natural basketball player in the tournament. She could jump shoot from any place, mostly from the top of the key. In every game Anita had two players on her. She could block the shot, dribble very well and had a good arm throwing the ball for fast break. And she was a real good rebounder, second to Reid in rebounding in M-D meet as Reid grabbed 40 total rebounds and Lockhart 39. The M-D fans were crazy over Lockhart and were impressed with her performance, and because of her they rooted for Mississippi.

"It was an unbelievable game," said Camilla Ramborger, coach of the amazing South Carolina quintet. "My girls deserved to win the championship. They practiced extremely hard for this tournament and I encouraged them after we had lost so many games." Mrs. Ramborger is wife of Bill Ramborger, the popular head football and track coach at SCSD. (Editor's note: Camilla started playing elementary basketball for the DA Editor at the Tennessee School two decades ago!)

The losing streak didn't stem from any lack of effort by the lady Green Hornets. They came close to snapping the string several times this past cage



TOP SCORER—Anita Lockhart of Mississippi School for the Deaf, a talented 5-9 sophomore, led the nation among deaf prepsters as well the city of Jackson in scoring with a 24.2 average. Lockhart, who spent the better part of the time on the losing side—her Bulldog team went 5-16—made the All-City girls **FIRST FIVE** team.



MISSED AN UNDEFEATED SEASON BY JUST FOUR POINTS—Pennsylvania School for the Deaf at Mt. Airy ended the 1977-78 cage campaign with a very impressive record of 15 wins and only 3 losses. Two of these defeats were by one point and the other by two. The Lady Panthers, left to right: **FRONT ROW** (kneeling)—Rosemary Hennessey (13), Bette Lou James (21), Co-Captains Roxanne Fenicle (22) and Judy Arrivello (15), Deborah Yoder (14) and Jeannie Johnston (10). **BACK ROW** (standing)—Manager Grace Walker, Kathy Merenic, Sheila Speroff (23), "Deaf Prep Coach of Year" Jack D. Voss, Sue McClenaghan (25), Yvonne Dunkle (3) and Manager Lori Yazbeck.

season, including games against public high schools. During the regular season, they lost twice to North Carolina Bears, 49-48 and 33-31 in overtime. SCSO was 4-17 for the year. Anyway, the Green Hornets were pleased to learn that the House of the State of South Carolina adopted a resolution sponsored by Rep. T. W. Edwards, Jr., commending the SCSO girls for their unbelievable win in the M-D tournament.

Mrs. Ramborger was one of the catalysts for the organizing of the first M-D meet, held February 3-4, 1978. The tournament will rotate each year just like the boys tournament during the past 26 years. The next year's cagefest for girls will take place at St. Augustine, home of the Florida School for the Deaf and the Blind.

And Mrs. Ramborger said we certainly missed this first M-D girls tournament after we got an invitation to attend. Naturally we'd love to attend, but we also got an invitation to "return" to California for that 2nd California Classic held at Riverside, the same dates as the first M-D meet. However, you bet we will go to St. Augustine next year for the 2nd M-D girls tournament.

We did attend the 2nd Eastern Deaf Prep tournament for girls held at Washington, D.C., under the auspices of Model Secondary School for the Deaf. Peg Worthington did a super job in masterminding this second annual extravaganza held in the spanking new gymnasium of MSSD on the Gallaudet College campus, February 23-25, 1978.

And never before had this new facility been host to such a collection of beauty. The whole campus was smiling as the girls displayed a brand of basketball that used to be seen only

when boys took the court. And they were a lot prettier, too, and this Eastern meet pleased everyone.

Height proved to be an overwhelming factor as the much taller Model Eagles, headed by 5-9 Caroline Newsome and 5-8 Cindy Fell, and by 5-7 hustling guard, Kelly Powell, repeated as Eastern Champions by soundly beating three good teams, 65-37 over Rochester, 54-34 over Rome and 58-36 over Maryland in the finals.

Rome upset Mt. Airy for third place,

37-36. New Jersey, behind 23 points by 15-year-old, 5-2 Maria Morrongiello, outdistanced Rochester for fifth place, 58-41. And Lexington nipped St. Mary's 38-26, in overtime for seventh place.

Sharon Kelley pumped in 42 points for a new Eastern meet record to help the Maryland Orioles surge past the New Jersey Colts of Marie H. Katzenbach School for the Deaf, 71-54. Smooth Sharon, MSD's colorful 5-5 guard, tanked a total of 85 points in three games for a 28.3 point per game average. She was a fine overall player, an aggressive rebounder, excellent shooter from the field and free throw line, had a beautiful jump shot, very soft touch, but we felt she didn't show her best skills because the other players on her team were not as effective.

We felt Caroline Newsome was the best player of the tournament as she was very consistent on offense and defense. She was a team player and very unselfish. She tossed in a total of 56 points in three games, and was the top rebounder of the Eastern meet. In the MSSD-Rochester contest, Caroline alone pulled down 21 rebounds, 14 of those off the offensive boards. And MSSD had another player whom we felt was another reason why MSSD repeated as Eastern Champion, and she was Kelly Powell. We saw her play for two different deaf prep schools, and she was a much better player on the winning MSSD five than she was on winless Virginia Cards quintet for two years even though she was its top player, being All-District player. Kelly was a good, solid ball player, a sparkplug that made the team go, and she was an excellent ball handler. She passed off well to open player and read opposing defense very well. She



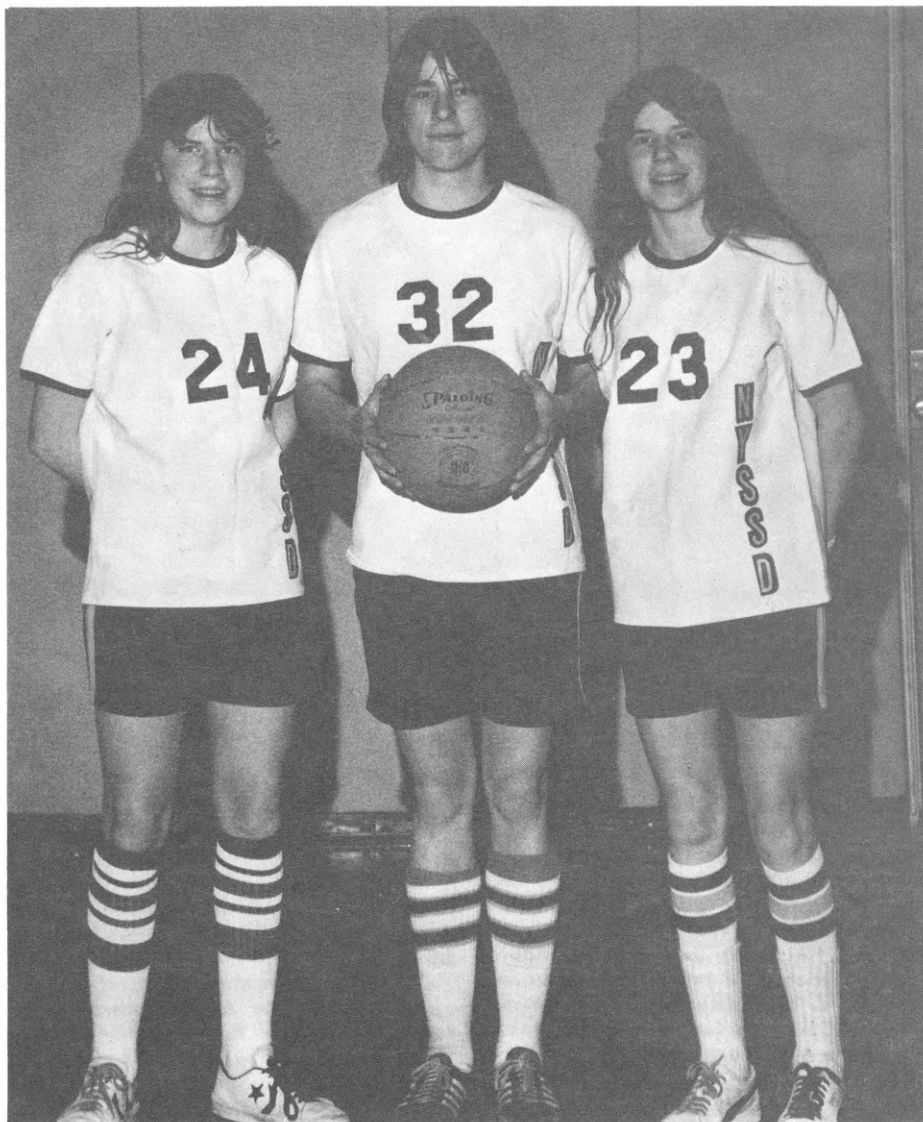
NEW ENGLAND CHAMPS—Austine School for the Deaf girls held on to win the New England deaf prep championship for the third straight year, defeating Rhode Island in the finals and in OVERTIME, 51-50. The Lady Arrows from Brattleboro, Vermont, left to right: **FRONT ROW**—Mary Chamberlin, Debbie Ashline, Mary Villermare and All-American Lindy Deanne. **BACK ROW**—Pat Foley (manager), Madonna Coburn, Carole Welsh, Mary Essex and Deb Holmlund (coach). Three seniors, Deane, Welsh and Villermare, will enter Gallaudet College this fall.

was also a fine shooter from the guard position.

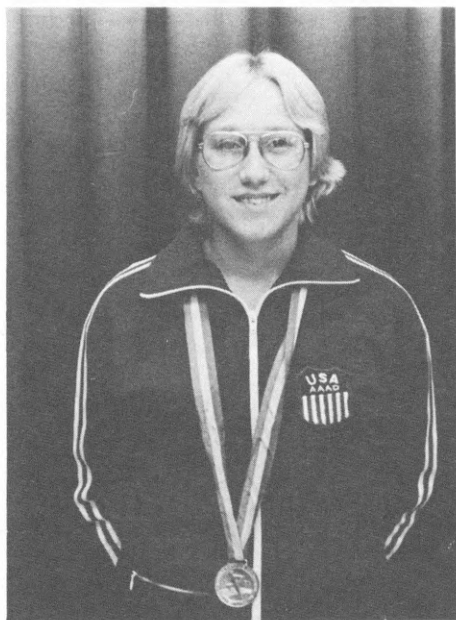
Model under Coach Terry Baird again compiled an impressive 19-2 record, and was rated again as the Deaf Prep Team of the Year 1977-78. Last year the Eagles were 18-3.

On TV it used to be "Which Has the Toni." The second annual girls ESDAA tourney had a different motif: "Which twin do I guard?" **New York State School for the Deaf at Rome had a "double trouble" tandem of twins, Jayne and Jeanne Murphy, both 15-year-old, 5-6 guards.** What we say about one we must say about the other. Both were only freshmen, but they were excellent ball handlers and shooters from the outside. Jayne was the Trojans' best foul shooter this year with a 60.6 percentage, while Jeanne led the team in steals, averaging four a game. They together scored a total of 65 points in three games at the Eastern tournament, and they ended the 1977-78 campaign with Jayne averaging 12.6 points a game and Jeanne 10.7. Their mother was at the tournament and was happy to learn that both Jayne and Jeanne made the all-tournament team. And the twins together with 5-9 senior center Noel Losert led the NYSSD Trojans to their best record with a fine 12-5 mark.

Austine School for the Deaf at Brattleboro, Vermont, hosted the third annual New England deaf prep girls cagefest, March 9-11, 1978, and the Austine Arrows won the title for the third straight year by defeating Rhode Island, 51-50, in overtime, in the championship tilt. Leading the Lady Arrows was sen-



A PAIR OF 5-6 TWIN GUARDS AND 5-9 CENTER—These girls were the reason why New York State School for the Deaf at Rome had a fine 13-5 slate. The Lady Trojans, left to right: Jayne Murphy (24), All-American Noel Losert (32) and Jeanne Murphy (23). Noel is senior, while the twins are freshmen.



DEFINITELY ALL-AMERICAN—Vicki Kitsembe, a 5-3 guard senior guard, averaged better than 13 points in helping Arizona School for the Deaf Sentinels to a fine 10-8 record. Vicki played for United States team that won second place in volleyball at the Bucharest Games last year.

ior Lindy Deane with 26 points, while Jo-Ann O'Neil led the scoring for the R.I. Roosters with 12 digits. Austine won despite the fact that the Arrows had to play throughout the last period and overtime without two of their starting five who had fouled out of the play.

Austine advanced to the finals by beating Boston, 60-45, while Rhode Island defeated Maine, 59-28, to move into the final game with Austine. Mystic took third place by beating Maine, 51-37.

Named to the five NE all-star team were three players from Austine and two from Rhode Island. The lady Arrows were seniors Lindy Deane and Carol Welsh and junior Mary Essex. The Roosters were O'Neill sisters, sophomore Jo-Ann and eighth grader Nancy.

Jacquelyn (Cindy) Deane was a complete player who worked well with her teammates. She was a good outside shooter and worked hard on defense. She was a tremendously exciting performer throughout her past three years on the Austine varsity squad and her

desire and determination was an inspiration to the team. Everywhere the Arrows traveled, people would make a special effort to comment to Debbi Holmlund, the Arrow coach, how impressed they were with #22 Deane. Naturally Mrs. Holmlund will miss Lindy tremendously next year, but she is hoping Lindy will make the Gallaudet College five. Besides the team's leading scorer, Lindy was a tremendous rebounder and appeared to be everywhere on the court.

The O'Neill sisters are now part of the Rhode Island team after transferring from Boston School for the Deaf as the later has no high school program. A sparkplug, Jo-Ann generated enthusiasm and kept the team's spirit up. She was capable of playing any position with equal ability. She was a total competitor on the floor. She has been refereeing for the Youth Basketball Association program at the Y in her hometown, North Attleboro, Massachusetts. As a volunteer, she donates her time on Sat-



TRULY FINE DEAF PREP QUINTET—Model Secondary School for the Deaf, Washington, D.C., again won the Eastern deaf prep basketball tournament for the second straight year, and was again rated as "Deaf Prep Team of the Year" with its sparkling 19-2 record. The Lady Eagles are from left to right: **FRONT ROW** (sitting)—Connie Marshall (21), Kelly Powell (22), Caroline Newsome (30), Cindy Fell (23), and Denise Best (43). **BACK ROW** (standing)—Terry Baird (coach), Clara Johnston, Kirsten Winkler (42), Ariene Weinstock (32), Lori Mull (25), Julie Doermann (24) Angela Price (40) and B. Foote (manager). Inserts are better views of **ALL-AMERICAN** Caroline Newsome (left) and Kelly Powell.

urday mornings and during school vacations. Her sister, Nancy, is only 13 years old, but she worked well at guard. She was a steady player and knew how to keep her poise. She will be one of the greatest girl players in the East by the time she is a senior.

Both Austine and Rhode Island finished the season on a winning note. Austine had a 10-8 slate, including a 31-13 win over American. The O'Neill sisters were the main reason why Rhode Island enjoyed a winning year with a 13-won, 5-lost mark.

There was to have been a 7th annual invitational tournament hosted by the Indiana School, but it was cancelled due to a blizzard. As far as I know there were a few interschool deaf prep girls games played in Midwest area this year. Such games: Oklahoma walloped Kansas twice, 45-19 and 59-7; Missouri defeated Kansas two times, 42-21 and 53-24. Iowa beat Nebraska, 45-34, and unveiled a star in sophomore guard Stacia Barron, who scored 34 points.

While in Riverside for the 2nd California Classic, I heard the good news that a girls division will be added to the California Classic, possibly by next year. As far as we know, all schools from the western part of the United States have a competitive high school basketball team. It'll probably require games to be more than one place, since it might not be feasible to stretch the California Classic meet any longer than three days.

If there were to be a California Classic for the girls this year, Washington would meet Arizona in the finals, just like their boys did in the tournament. Both Washington and Arizona were the only clubs that had a winning year. Washington finished the season with a creditable 11-7, a fast improvement over last year's

1-9 chart, including two wins over Oregon Deaf, 30-17 and 23-21, and a spot in the Southwest Washington District B Tournament where the Lady Terriers were eliminated after losing a heartbreaking 37-35 game to Mossyrock High. The fact the Terriers held a big rebounding edge, but converted just 9 of 37 free throws in the game. The Lady Terriers were led by Seniors, 5-7 Susan Felts and 5-8 Charlotte Jones.

A "Deaf Olympian," Vicki Kitsemel, was the main reason why Arizona had a 10-8 slate this year including a 31-23 win over New Mexico. She was an outstanding basketball player. She could break any press that was used against the ASD Sentinels with her excellent ball handling abilities. She was the leading scorer and almost unstoppable on the fast break. She could



LADY TERRIERS—Washington State School for the Deaf Lady rebounded from a 1-9 record last year to a fine 11-7 chart this year. The Terriers were led by these two seniors, Susan Felts (left) and Charleta Jones.

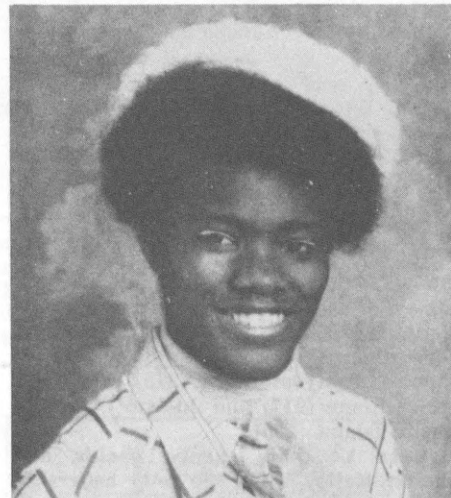
play either the point guard position or as a forward. Vicki gave other teams fits with her quickness and aggressiveness. She was voted to the All-Conference first team. (Colorado, paced by Bonnie Bodnar, 15-year-old soph and tallest player among deaf prepsters at 5-11 1/4, beat New Mexico, 33-24.)

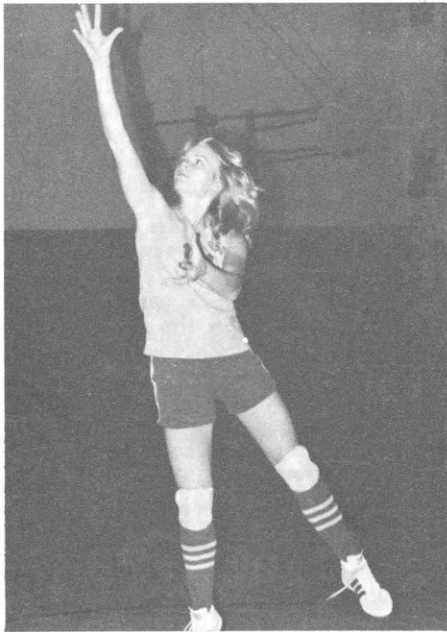
Mt. Airy was the other deaf prep school that compiled a very impressive record during the 1977-78 campaign, achieving victory in 15 games against public high schools in the Philadelphia area and including a 40-24 win over New Jersey Colts, while losing only three. Even in their three losing efforts, Coach Jack Voss' charges representing Pennsylvania School for the Deaf Lady Panthers gave a strong account of their presence, as the total margin of defeat was a mere four points, one to NJ Colts during the regular season, 24-23, and two others in the Eastern Deaf prep girls tournament.

Now we will let Jack Voss tell you about his team as follows:

The team's fine performance this season featured a solid defense (allowing opponents an average of only 23 points per game), a strong team rebounding effort, a bothersome full-court press that was successfully employed to keep opposing offenses off-balance and resulted in timely steals and turnovers, and a balanced scoring attack. Panther point totals indicated that no individual players managed to score consistently high numbers of points, but instead, the development of a strong team effort was central to this year's success. Likewise, the excellent rebounding of Judy Arrivello and the supportive efforts of Roxanne Fencile and Bette Lou James enabled PSD to control the backboards in every game. Rosemary Hennessey did a fine job as the offensive floor leader, and along with Jeanne Johnston, Arrivello and Fencile, she displayed fine scoring ability. Debbie Yoder contributed immeasurably to the team's success as a spot starter and able substitute at the forward position, and Yvonne Dunkle's spirited play as the initial guard substitute was likewise invaluable.

Florida was the only school in the whole South to have a winning season, a 13-10 effort. Other schools having a successful year were Rochester (9-4), New Jersey (12-10), Lexington (10-6), and American (5-2). There are 45 schools having a girls team. Dating back to 1974, the Virginia girls have not earned a





BEST SHOOTER IN FARWEST—Cheryl Fleck of Oregon School for the Deaf Lady Panthers topped the Farwest deaf prepsters with a 17.0 average. In the three games that OSD won, she made 30, 18 and 26 points. Cheryl had a beautiful set shot that she could hit consistently from 17 feet or less. She could drive on anyone as she had time and time again. In one game against a very strong team Cheryl had a 5-11 All-League forward playing defense on her man-to-man throughout the whole game, but Cheryl still managed to get 18 points in that game. She showed that she could shoot in a clutch situation—in one game the score was tied and with two seconds left to play in the game Cheryl sank two free throws to win it. In another game, OSD was six points behind with three minutes left to play and Cheryl, who was sitting on the bench because of foul trouble, came into the game and immediately scored six points for the Panthers, and they later won that game in overtime. A daughter of deaf parents, Cheryl will enter Gallaudet College this fall.

victory in regular season competition. As a matter of fact the VSD Cardinals are riding on a 56-game tailspin over the past four seasons. The lady Cardinals are now joining a league that plays in the winter instead of fall, and, like South Carolina, they perhaps will surprise us when they will definitely play in the Mason-Dixon tournament next year at St. Augustine.

Scoring-wise, Florida's Renee Fields and Mississippi's Anita Lockhart were the only deaf prepsters over the 400 marks, Fields tallying 496 points in 22 games and Lockhart 484 in 20 contests. And 11 other players rounded out the 200-point club, and they were Sharon Kelley of Maryland (277), Jacqueline Deane of Austine (276), Karen Reid of South Carolina (270), Ima Grubb of Kentucky (267), Maria Morrongiello of New Jersey (290), Caroline Newsome of Model (267), Vicki Kitsembel of Arizona (256), Bonnie Bodnar of Colorado (224), Jayne Murphy of Rome (215), Noel Losert of Rome (217) and Jo-Ann O'Neil of Rhode Island (205).

Anita Lockhart, Renee Fields and Sharon Kelley were the only cagers to average more than 20 points a game. Lockhart had a 24.2 average per game, Fields 22.6, and Kelley 21.3. And there



FLORIDA'S ALL-AMERICANS—Renee Fields (left), 5-10, and Mary Edwards, 5-6, were a joy to work with, and they both were full of natural skill, leadership and desire. They helped the Florida Dragons to post the best record among deaf prep schools in the South as well as the Southwest with a fine 13-10 mark. Both seniors competed for the United States in track at the World Games for the Deaf at Bucharest, Romania, last year.

were twenty other players who rated double digit averages, especially Cheryl Fleck of Oregon at 17.0, Jacqueline Deane of Austine at 16.1, Ima Grubb of Kentucky at 14.8, Bobbie Mitchell of

North Carolina at 14.2 and Caroline Newsome of Model at 14.0.

Judy Arrivello, despite her 5-5, was the top rebounder with an average of 16.6 grabs per game. Renee Fields was

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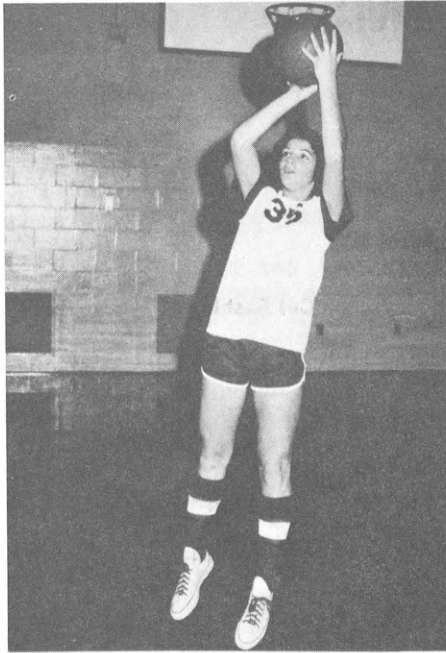
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LOOK FOR US IN ROCHESTER

2nd Annual Deaf Prep Girls Basketball All-Americans



ONE OF THREE 20-POINT PER GAME SHOOTERS—Sharon Kelley of Maryland School for the Deaf, who averaged 21.3 points a game during the 1977-78 campaign. The other two players were Anita Lockhart of Mississippi at 24.2 and Renee Fields of Florida at 22.6.

Name and School	Age	Ht.	Wt.	Class	Av. Pts. Per Game	Coach
Renee Fields, Florida	18	5-10	150	Sr.	22.6	Forson
Judy Arrivello, Mt. Airy	18	5-6	125	Sr.	7.3	Voss
Jo-Ann O'Neill, Rhode Island	16	5-6	135	So.	11.4	Dandeneau
Karen Reid, South Carolina	17	5-4	140	So.	12.9	Ramborger
Susan Felts, Washington	17	5-7	125	Sr.	6.1	Henwood
Cheryl Fleck, Oregon	17	5-4	120	Sr.	17.0	Togioka
Anita Lockhart, Mississippi	17	5-9	160	So.	24.2	Williamson
Ima Grubb, Kentucky	18	5-9	140	Sr.	14.8	Hostin
Carolina Newsome, Model	17	5-9	135	Sr.	14.0	Baird
Noel Losert, Rome	18	5-9	130	Sr.	12.7	Kingdon
Jacquelyn Deane, Austine	17	5-5	125	Sr.	16.2	Holmlund
Sharon Kelley, Maryland	17	5-5	130	Jr.	21.3	McCarthy
Kelly Powell, Model	18	5-7	135	Sr.	9.7	Baird
Vicki Kitsembe, Arizona	17	5-3	130	Sr.	13.4	Goodpastor

SECOND TEAM: Charlita Jones, 5-6, Sr., Washington; Donna Messana, 5-3, Sr., Lexington; Carol Welsh, 5-6, Sr., Austine; Barbara Smith, 5-7, Sr., Mississippi; Mary Edwards, 5-6, Sr., Florida; Sheila Rhyme, 5-8, Sr., Georgia; Ruth Parks, 5-7, Sr., Georgia; Renee Strickland, 5-1, Sr., New Jersey; Jayne Murphey, 5-6, Frosh., Rome; Sharon Cooper, 5-4, Jr., Rochester.

SPECIAL MENTION TO OUTSTANDING SOPHOMORES AND FRESHMEN: Nancy O'Neil, 5-5, Rhode Island; Joyce Houghton, 5-7, Florida; Bobbie Mitchell, 5-7, North Carolina; Bonnie Bodnar, 5-11, Colorado; Maria Morrongiello, 5-2, New Jersey; Jeanne Murphy 5-6, Rome; Rosemary Hennessey, 5-1, Mt. Airy; Della Stephens, 5-3, South Carolina, and Wanda Esquibel, 5-3, New Mexico.

next at 15.8, but she was tops for most rebounds, 347 in 22 games, as compared to Arrivello's total 282 in 17 games. Judy is the daughter of deaf parents and her father was Deaf Prep Football Player of the Year in 1951.

And special recognition should go to Cheryl Fleck of Oregon. She was a real hustler and for a 5-4 forward, she had to really work for rebounds. OSD was basically a defensive team and everyone knew that the only person who could shoot on the Panther team was Cheryl Fleck. So the other teams always played her man-to-man or double teamed her. Yet she still managed to average 17.0 points per game. She earned the respect of every coach in the strong Casco league, and was selected to second team all-league. She's definitely All-American. She is very intelligent, an A student and will be going to Gallaudet College this fall, as her father did in 1949. She is the daughter of deaf parents, Mr. and Mrs. Ray Fleck of Eugene, Oregon.

Kentucky was delt a heavy blow when its starting player, 5-8 sophomore Joyce Grubb had a broken nose and was out for at least a month and missed the M-D play. Her sister, 5-9 senior Ima Grubb, worked real hard, and tried to get the team into one piece without her sister Joyce. As expected, Ima topped the KSD Little Colonels in scoring and rebounds and was the outstanding player since basketball was established at KSD three years ago. And Ima deserves in lots of things as she received two all-star trophies, Mason-Dixon and District.



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PLAYER OF YEAR? Last year she was Vicki Marlow of Indiana. This year she's Carole Newsome of Model.

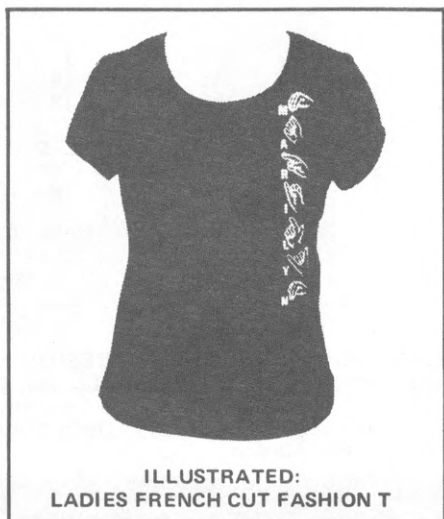
COACH OF YEAR? Last year she was Terry Baird of Model. This year he's Jack Voss of Mt. Airy.

1980

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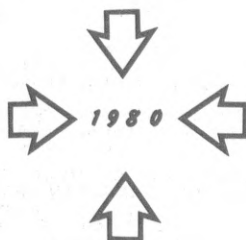
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217 Dill Ave., Frederick, Maryland

Robert F. Woodward, pastor
David M. Denton, interpreter
9:45 a.m., Sunday School for deaf
11:00 a.m., Morning worship service
interpreted for the deaf
A cordial welcome is extended

Visiting The Sarasota, Fla. Area?
Welcome to . . .

SOUTHSIDE BAPTIST CHURCH
2035 Magnolia St.

(Off of the 3200 Block of South Hwy. 41)
Services Interpreted for the Deaf
Sundays at 11:00 A.M. & 7:30 P.M.

When in Indiana's capital . . .
Visit Central Indiana's largest Deaf Depart-
ment at

INDIANAPOLIS BAPTIST TEMPLE
2635 South East St., Indianapolis, Ind.

Central Indiana's largest Sunday School, locat-
ed behind K-Mart on South 31
Deaf Chapel Hour 10:00 a.m.; Sunday eve 7:30
p.m. services interpreted.

Dr. Greg Dixon, Pastor
Church office phone (317) 787-3231 (TTY)

When in St. Augustine, Florida, Welcome To
CAVALRY BAPTIST CHURCH

110 Masters Drive, St. Augustine, Fla.
Interpreters for the deaf at the 11:00 a.m.
worship service
Rev. Carl Franklin, pastor

When in Washington, D.C., worship at . . .
THE BAPTIST CHURCH OF THE DEAF

8th & H Streets, N.W., Washington, D.C. 20001
Sunday School, 9:30 a.m. Worship, 10 a.m.
Francis C. Higgins, leader, 937-2507

22ND STREET BAPTIST CHURCH

6620 E. 22nd Street, Tucson, Arizona 85710
Phones 298-2850 and 886-6702

Pastor: Charles E. Pollard
Interpreters: Murray and Nancy Machen
Bible study, 9:30 a.m.; worship services, 11:00
a.m. and 7:00 p.m. All services interpreted
for the deaf, including all music.
Anyone traveling to or through Tucson will
find a cordial welcome.

FIRST BAPTIST CHURCH

14200 Golden West St., Westminster,
Calif. 92683

Sunday morning Bible study, 9:30 worship,
11:00. Sunday night Christian life studies,
6:00; worship service, 7:00.
Recreation and social calendar on request.
Pastor, Robert D. Lewis
Church phone 714-894-3349

Worship and serve with us at
FIRST BAPTIST CHURCH

510 West Main Avenue
Knoxville, Tennessee 37902

Sunday: Sunday School 9:30 a.m.; Morning
worship 11:00 a.m.; Training Union 6:00 p.m.
Evening worship 7:00 p.m.
A Full Church Program for the Deaf

IMMANUEL BAPTIST CHURCH

16th and Hickory, Pine Bluff, Ark.

"In the heart of Pine Bluff for the hearts
of people!"

You are invited to worship with us at 9:45 in
Sunday School and 10:55 in Worship. Join us
for lunch on the second Sunday of each month
—a special fellowship for the deaf. Evening
worship, 7:00; Wednesday services, 7:00.
Mrs. Leroy Spillyards, Interpreter
Anton C. Uth, Pastor

When in the Nation's Capital . . .
Visit the fast growing Deaf Department of
FIRST BAPTIST CHURCH OF RIVERDALE
Maryland's largest Sunday School, 3 blocks
west of Baltimore-Washington Pkwy.

6200 Riverdale, Riverdale, Md.

Sunday School 9:45 a.m.; Deaf Chapel Hour,
11:00 a.m. All other services interpreted.
Dr. R. Herbert Fitzpatrick, Pastor
Church office phone 277-8850

COLUMBIA BAPTIST CHURCH

103 West Columbia Street

Falls Church, Virginia 22046

The Deaf Department invites you to attend
Sunday School at 9:45 a.m. Worship services
at 11:00 a.m. and 7:30 p.m. interpreted for the
deaf.

TABERNACLE BAPTIST CHURCH
Derry Rd., Rte. 102, Hudson, N. H. 03051

Pastor: Arlo Elam

Interpreters: Frank and Carol Robertson
603-883-4850 TTY or voice
All services interpreted for deaf. Sunday:
Bible Study at 9:45 a.m.; worship at 11:00 a.m.
and 6:00 p.m. Wednesday: Evening service
7:00 p.m.

Catholic

Roman Catholic

Immaculate Conception Parish

177 S. York Rd., Elmhurst, Ill. 60126

Contact: Deacon Jim Monahan,
TTY 815-727-6411

All welcome to signed Mass Service at 9:00
a.m., 2nd and 4th Sundays, September through
June.

**ST. FRANCIS OF ASSISI
CATHOLIC CHURCH AND CENTER
FOR THE DEAF**

Archdiocese of Washington, D.C.

7202 Buchanan Street, Landover Hills, Mary-
land 20784

Phone: Voice or TTY 301-459-7464 (or 65)
Mass every Sunday 11:30 a.m.
Fr. Jay Krouse, Director
Mrs. Jan Daly, Director of Rel. Ed.

NEW ORLEANS CATHOLIC DEAF CENTER

721 St. Ferdinand St., New Orleans, La. 70117

(504) 943-5511 24-Hour Answering Service

Office: Monday through Friday, 8:30 to 4:30
Movie: Friday 7:30 to midnight (Hall)
Mass Saturday, 7 p.m., at St. Gerard Parish
for the Hearing Impaired, followed by social.
Socials: Saturday, 8 p.m. to midnight (Hall)
Hall: 2824 Dauphine Street, Phone (504) 943-
7888.

24-Hour Educational Service (504) 945-4121
24-Hour TTY News Service (504) 945-7020
Rev. Paul H. Desrosiers

**INTERNATIONAL CATHOLIC DEAF
ASSOCIATION, CANADIAN SECTION**
National Pastoral Centre, Holy Name Church
71 Gough Ave., Toronto, Ontario,
M4K 3N9 Canada

Moderator, Rev. B. Dwyer
Mass each Sunday, 1:00 p.m.; religious
instruction each Saturday, 1:30 p.m.

ST. JOHN'S DEAF CENTER

8245 Fisher, Warren, Mich. 48089

TTY (313) 758-0710

Moderators: Rev. Gary Bueche
Sister Dolores Beere, MSHS
Mass every Sunday at noon

ARCHDIOCESE OF LOS ANGELES

Services for the deaf and hard of hearing.
Office: 923 S. Grattan St., Los Angeles, Ca.

90015

(213) 388-8101, Ext. 236, TTY 234

9:00 a.m. to 4:30 P.M.

Rev. Brian Doran, Director
Rev. George Horan, Associate Director

Church of Christ

ROCKVILLE CHURCH OF CHRIST

1450 W. Montgomery Ave., Rockville,
Md. 20850

Sunday Class, 10:00 a.m.; Worship Services,
11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

HUBER HEIGHTS CHURCH OF CHRIST

4925 Fishburg Rd., Dayton, Ohio 45424

Signed Bible Classes and Worship Services
Bible Classes-Sunday 9:30 a.m.; Wednesday
7:30 p.m.; Worship Services-Sunday 10:30 a.m.
and 6:00 p.m.

FAITH CHURCH

A United Church of Christ

23W371 Armitage Ave., Glen Ellyn, Ill. 60137
Service at 10:30 each Sunday
Minister: Rev. Gerald W. Rees

ECHO MEADOWS CHURCH OF CHRIST

2905 Starr Ave., Oregon, Ohio 43616

Adjacent to Toledo on Eastside. Get off I-280
at Starr Avenue exit—approx. 2 mi. straight
east.

Bellamy H. Perkins, Deaf Minister

Three Hearing Interpreters

Funerals, weddings, counseling, Minister avail-
able for services in your town. Deaf chapel
separate from hearing. Minister available to
help you.

Visitors warmly welcome.

In Los Angeles area, worship at . . .

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Maywood, California 90270

Sunday class 9:30 a.m., Worship service 10:30
a.m., 6 p.m. Wednesday Bible study 7 p.m.
Bob Anderson, Minister (213) 583-5328
Restoring Undenominational Christianity
Worship, 11:00; Evening Service, 7:00.

When in Idaho, visit . . .

TWIN FALLS CHURCH OF CHRIST

2002 Filer Avenue East, Twin Falls, Idaho

Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.
Preacher: David Foulike
Interpreters: Jim and Sheila Palmer

Episcopal

ST. AGNES' MISSION FOR THE DEAF

Each Sunday, 12 noon, at
St. Philip's Episcopal Church
Dennison Ave. & West 33rd St.,
Cleveland, Ohio

Vicar: The Rev. Jay L. Croft
482 Orlando Ave., Akron, Ohio 44320
TTY 216-0864-2865

**THE EPISCOPAL CONFERENCE OF THE
DEAF IN THE UNITED STATES**

Welcomes you to worship with us at any of
our 75 churches across the nation.

For information or location of the church
nearest you, consult your telephone directory
or write to:

Robert Cunningham

Executive Secretary

556 Zinnia Lane

Birmingham, Alabama 35215

ST. MARK'S EPISCOPAL

MISSION FOR THE DEAF

Second Sunday each month, 7:00 p.m., at the
Episcopal Church of Saint Mark the Evange-
list.

1750 East Oakland Park Boulevard

Fort Lauderdale, Florida 33334

The Reverend Charles Folsom-Jones, Pastor
TTY 305-563-4508

When in Denver, welcome to

**ALL SOULS MISSION FOR THE DEAF—
ST. MARK'S EPISCOPAL**

1160 Lincoln St., Denver, Colorado
Tel. 534-8678

Open every Sunday at 10 a.m.

All Souls Guild meetings second Friday
night, 7:30 p.m.

All Souls Guild socials fourth Friday
night, 7:30 p.m.
Rev. Edward Gray

The oldest church for the deaf
in the United States

ST. ANN'S CHURCH FOR THE DEAF
Episcopal

426 West End Ave., near 80th St.

Services 11:30 a.m. every Sunday

The Rev. Columba Gilliss, OSH

Mall Address: 251 W. 80th St.

New York, N. Y. 10024

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Philadelphia, Pa.

The Rev. Roger Pickering, Vicar

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day, 1:30 p.m. St. Stephen's Church, 10th be-
low Market, in Center City, Philadelphia.

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OF THE DEAF**

St. Thomas Episcopal Church
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Rochester, N. Y. 14609

Services 10 a.m. every Sunday
Contact: The Rev. Alvin Burnworth
Voice or TTY 315-247-1436

Lutheran

OUR SAVIOR LUTHERAN CHURCH OF THE DEAF

Meeting in the Gloria Dei Chapel of the Lutheran School for the Deaf
6861 E. Nevada, Detroit, Mich. 48234
 Worship at 10:30 every Sunday
 (9:00 a.m., June, July, August)
 Rev. Clark R. Bailey, Pastor
 Phone (313) 751-5823

When in Minneapolis, welcome to . . .

BREAD OF LIFE LUTHERAN CHURCH FOR THE DEAF

**2901 38th Avenue South
 Minneapolis, Minnesota 55406**

Services 11:00 a.m. every Sunday
 (10:00 a.m. during June, July and August)
 The Rev. Lawrence T. Bunde, pastor

We are happy to greet you at . . .
EMMANUEL LUTHERAN CHURCH
2822 E. Floradora, Fresno, Calif. 93703
 S. S. Class for Deaf Children, 9:15 a.m.;
 Every Sunday: Bible Class, 9:15 a.m.; Worship
 Service, 10:30 a.m. (interpreted).
 Stanley Quebe, pastor; Clarence Elsberg, as-
 sociate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit
ST. MARK LUTHERAN CHURCH OF THE DEAF

421 W. 145 St., N. Y., N. Y. 10031

Sun. worship 2 p.m.—June-Aug. 1 p.m.
 Bible Class and Sunday School 3:30 p.m.
 Rev. Kenneth Schnepf, Jr., pastor
 Home Phone (914) 375-0599

Visiting New York "Fun" City? ST. MATTHEW LUTHERAN CHURCH OF THE DEAF

41-01 75th St., Elmhurst (Queens), N.Y. 11373

11:00 a.m. Sunday Worship (10:00 a.m.
 June-July-August)

Rev. Frederick Anson, Pastor
 212-335-8141 or 516-248-2357 Voice or TTY
 1 block from IND-74th St./Roosevelt Ave.
 and IRT-74th St. Subways

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PEACE LUTHERAN CHURCH FOR THE DEAF

**4201 North College Avenue
 Indianapolis, Indiana 46205**

Worship with Us every Sunday at 10:30 A.M.
 Total Communication Services.
 Pastor Marlow J. Olson
 TTY & Voice (317) 283-2623

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HOPE LUTHERAN CHURCH OF THE DEAF

4710 S.E. Oak, Portland, Or. 97215

Worship every Sunday at 9:30 a.m.

One block north of Stark on 47th

503-256-9598, Voice or TTY

Rev. Shirrel Petzoldt, Pastor

Welcome to . . .

PILGRIM LUTHERAN CHURCH OF THE DEAF

3801 Gillham Road, Kansas City, Mo. 64114

Worship every Sunday, 11:00 a.m.

Walter Uhlig, pastor, Phone 561-9030

You are welcome to worship at . . .

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101 N. Beaumont, St. Louis, Mo. 63103

Just west of Rowday Inn, Jefferson Ave.

Worship every Sunday, 10:30 a.m.

TTY (314) 725-8349

Rev. Martin A. Hewitt, pastor

PRINCE OF PEACE LUTHERAN CHURCH FOR THE DEAF

205 N. Otis, St. Paul, Minn.

Services every Sunday at 11:00 a.m.

Summer services every Sunday at 10:00 a.m.

Rev. Wm. Lange, pastor

TTY 644-2365, 644-9804

Home 724-4097

ROGATE LUTHERAN CHURCH OF THE DEAF

2447 East Bay Drive, Clearwater, Florida

(Between Belcher and Highway 19)

A church of the deaf, by the deaf, for the deaf. Our services are conducted in sign language by the pastors. Services 1st Sunday, 2:00 p.m.; 3rd Sunday, 7:00 p.m. TTY and Voice—531-2761.

Rev. Frank Wagenknecht, pastor; Rev. Gary Bomberger, associate

DEAF ZION LUTHERAN CHURCH

15000 N.W. 27th Ave., Miami, Florida 33504

Phones (with TTY): Ch. 688-0312 or 651-6720
 or 621-8950

Every Sunday:

Bible Class 10:00 A.M.

Worship Service 11:00 A.M.

Ervin R. Oermann, pastor

Paul G. Consoer, lay minister

In North New Jersey meet friends at

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510 Parker St. at Ballantine Pkwy.

Newark, N. J. 07104

(Bus No. 27 to B. Pkwy., 3 bl. West)

Sundays, 10 a.m.; Thursdays, 8 p.m.

Rev. C. Roland "G" Gerhold, pastor

Need help? Phone (201) 485-2260

ST. PAUL'S MISSION FOR THE DEAF OF GREATER HARTFORD

679 Farmington Ave., West Hartford, Conn.

Services every Sunday at 7:30 p.m.; Fel-

lowship Guild, 4th Thursday at 7:00 p.m.

ST. GEORGE'S MISSION FOR THE DEAF

74 Federal St., New London, Conn.

Services: 2nd, 3rd, and 4th Sundays at

10:00 a.m.; Fellowship Guild, 1st

Saturday at 7:30 p.m.

ASCENSION MISSION FOR THE DEAF

1882 Post Rd., Darien, Conn.

Services: 1st, 2nd, and 3rd Sunday at

2:00 p.m.; Fellowship Guild, 4th

Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar

Episcopal Missions for the Deaf of Conn.

23 Thomson Rd., West Hartford, Ct. 06107

TTY (and voice) (203) 561-1144

United Methodist

CAMERON UNITED METHODIST CHURCH OF THE DEAF

1413 Sycamore, Cincinnati, Ohio 45210

Sunday Worship 11:00; Sunday Study 12:00

Rev. Tom Williams, minister

A place of worship and a place of service.

All are welcome.

FOREST PARK UNITED METHODIST CHURCH

2100 Kentucky Ave., Fort Wayne, Ind. 46805

Sunday School, 9:30 a.m.; church services,

11:00 a.m.

Total Communication Used

Grace Nunery, Coordinator for Deaf Ministry

Rev. C. Albert Nunery, Senior Pastor

When in Metropolitan Washington, D.C.,

worship at

WASHINGTON UNITED METHODIST CHURCH FOR THE DEAF

7001 New Hampshire Ave., Takoma Park, Md.

Worship Service in the Fireside Room

at 10:30 a.m.

Sunday School for hearing children

Captioned Movies every first Sunday

at 11:45 a.m.

Rev. LeRoy Schauer, pastor

Other Denominations

IMMANUEL CHURCH FOR THE DEAF

657 West 18th St., Los Angeles, Calif. 90015

Sunday school, 9:45 a.m.; Sunday morning

worship, 11:00 a.m.; Bible Study, Tuesday,

7:30 p.m.

When in the Pacific paradise, visit

HAWAII CHURCH FOR THE DEAF

3144 Kaunaoa Street, Honolulu, Hawaii 96815

Sunday School 9:15 a.m.; Worship 10:30 a.m.

Wed. Bible Study and Fri. Fellowship 7:00 p.m.

Children's weekday religious education classes

Rev. David Schiewek, pastor

For information call 732-0120

When in Atlanta, Ga., welcome to

CRUSSELLE-FREEMAN CHURCH OF THE DEAF

(Non-Denominational)

1304 Allene Avenue, S.W., Atlanta, Ga. 30310

Sunday School 9:45 a.m.—Worship 11:00 a.m.

and 7:00 p.m.

Wednesday Bible study and prayer 7:00 p.m.

Rev. Wilber C. Huckleba, pastor

Free Captioned Movie, 7:00, third Friday

DEAF MISSIONARY CHURCH

3520 John Street (Between Texas and

Norvella Ave.) Norfolk, Va. 23513

Pastor, John W. Stallings, Jr.

Sunday School, 9:30 a.m.

Worship Service, 10:30 a.m.

WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)

THE DEAF HEAR (Nationwide)

Bible Study and Prayer—Wednesday 7:30 p.m.

CHRIST'S CHURCH OF THE DEAF

(Non-Denominational)

Meets in First Christian Church building

each Sunday.

Scott and Mynster Streets

Council Bluffs, Iowa

Bible School, 9:30 a.m.; Worship, 10:30 a.m.

Duane King, Minister

Mailing address: R. R. 2, Council Bluffs,

Iowa 51501

RELIGIOUS EDUCATION OFFICE

430 N. Center St., Joliet, Ill. 69435

Contact: Deacon Jim Monahan,

TTY 815-727-6411

All in Joliet area welcome to signed Mass
 Service at 10:45 a.m., 3rd Sunday, September
 through June.

When in Allentown, Pa., welcome to

LEHIGH VALLEY CHURCH FOR THE DEAF

121 South 8th St., Allentown, Pa. 18101

Services held every fourth Sunday of the

month except July and August at 3:00 p.m.

An Interdenominational Deaf Church

Mrs. Grace A. Boyer, Director of Public

Relations

METROPOLITAN COMMUNITY CHURCH OF LOS ANGELES

1050 S. Hill St., Los Angeles, Calif. 90015

Sunday worship services,

11:00 a.m. and 7:30 p.m., signed.

Interdenominational

SALEM DEAF FELLOWSHIP

Meets in THE CHAPEL rented from the First

Free Methodist Church, 4455 Silverton Road

(enter off 45th).

Salem, Oregon 97303

Pastor William M. Erickson, Director

Voice/MCM (503) 581-1874

Sunday School 9:45 a.m.; worship 11:00 a.m.

We are a cooperative ministry for the deaf

by the churches of Salem. We welcome you

to study, worship and fellowship with us.

AMERICAN MISSIONS TO THE DEAF, INC.

Rev. C. Ray Roush, Chairman

P. O. Box 424, State Line, Pa. 17263

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New York, N.Y. 10001

212-242-1212

Sunday worship services at

Duane Methodist Church, 13th and

Seventh Ave., 7:00 p.m. signed.

Everyone is, naturally, welcome.

* SACH-221-16N-A NOV78 AM
BARBARA SACHS
1615 ANDERSON RD
MCLEAN VA 22101

3

CLUB DIRECTORY

AKRON CLUB OF THE DEAF

1467 East Market St., Akron, Ohio 44305
"A friendly place to congregate"
Open Tues. & Thurs., 6 p.m.-11:30 p.m.; Fri.,
6 p.m.-11:30 p.m.; Sat., 6 p.m.-1:30 a.m.; Sun.,
6 p.m.-11:30 p.m.

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Open Every Friday and Saturday Night

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TTY 214-522-0380

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Open Saturday evenings

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in Detroit. Open Friday evening,
Saturday and Sunday

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Eugene Schick, president

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American Legion Auxiliary Hall
612 McCully Street, Honolulu, Hawaii 96814
2nd Saturday of each month, 7:30 p.m.
Address all mail to:
Mrs. Norma L. Williams, secretary
727 Palani Avenue, Apt. No. 6
Honolulu, Hawaii 96816

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HOUSTON ASSOCIATION OF THE DEAF, INC.

606 Boundary St., Houston, Texas 77009
Open Friday and Saturday evenings

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TTY 215-432-7133
Nelson C. Boyer, secretary

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126 Lowell St., Manchester, N. H.
Open every second and fourth Saturday of
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OF THE DEAF
1106 N. W. 15th St., Oklahoma City, Oklahoma
73106
TTY 1-405-528-9771
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Everyone Heartily Welcome.
Open Saturdays.
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Sometimes Sunday.
Business meeting on 2nd Friday of month.

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4255 56th Ave. North, St. Petersburg, Fla.
Socials every 1st and 3rd Saturday evenings
Leon A. Carter, Secretary
620 Hillcrest Mobile Home Park, Clearwater,
Florida 33515

THE TAMPA CLUB OF THE DEAF

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5011 Nebraska Ave., Tampa, Florida 33603
Open every 2nd Friday night.

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(Since 1914)
Meets at 1223 S. Vermont Ave., Los Angeles,
Calif. 90006.
Third Thursday of each month, 10:00 a.m.
Augusta Lorenz, corresponding secretary
7812 Borson St., Downey, Calif. 90242

THE CHARLES THOMPSON MEMORIAL HALL

1824 Marshall Ave., St. Paul, Minn. 55104
The nation's finest social club for the deaf
Established 1916

TACOMA ASSOCIATION OF THE DEAF

Welcome to
Community Hall, 4851 S. Tacoma Way
Tacoma, Washington
Every 4th week of month. Social every other
month from February. Meetings every other
month from January.
Dorothy Hopey, Secretary

When in York, Pa., welcome to THE YORK ASSOCIATION OF THE DEAF, INC.

208 N. George St. York, Pa. 17401
Open Wed., Fri., Sat. evenings
Socials on 2nd and 4th Saturdays
of month.
Business meeting on 2nd Friday of month
Samuel D. Shultz, Secretary

UNION LEAGUE OF THE DEAF, INC.

Hotel Edison, 226 W. 47th St.
New York, N.Y. 10036
Open noon to midnight
Thurs., Fri., Sat., Sun., holidays
Irving Alpert, president
Henry Roth, vice president
Max J. Cohen, secretary
Milton Cohen, treasurer

"OUR WAY"

To strengthen Jewish education and
observance amongst the Jewish deaf
National Conference of Synagogue Youth
116 E. 27th St., New York, N. Y. 10016

MIAMI ASSOCIATION OF THE DEAF

2136A N.E. 2nd Street, North Miami, Fla. 33162
Open first and third Saturday of
every month
Secretary: Eleanor Struble

National Congress of Jewish Deaf

Gerald Burstein, President
6131 Claridge Drive
Riverside, Calif. 92506

Kenneth Rothschild, Secy.-Treas.
P. O. Box 24
Sloatsburg, N.Y. 10974

Alexander Fleischman, Executive Director
9102 Edmonston Court
Greenbelt, Maryland 20770

1978 NCJD CONVENTION
Beverly Hills, Calif., August 1-5

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ing illustrations should be "camera ready."

Send orders to The Editor, THE DEAF AMERICAN, 5125 Radnor Road, In-
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